



CANADIAN  
SCHOOL LIBRARIES

# Digital and Media Literacy Toolbox

A guide for School Library Professionals

2025

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# Digital and Media Literacy Toolbox

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# Why A Toolbox?

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One of the Standards of Practice for the Leading Learning Framework already includes a standard called, *Fostering literacies to empower life-long learners*:



“

New technologies and evolving methods of communication and sharing drive expanding understanding of literacy. This reality has made the refinement and demonstration of strong literacy skills ever more important for learners. Exploring and connecting various ways of knowing and learning is part of the process of personalizing learning and involves embracing new literacies and skills. The school library learning commons has a leading role in assisting learners to hone and apply an expanded notion of literacy as well as fostering an active reading culture.

”

The themes within this standard include:

- Literacy Leadership
- Building Reader Skills and Capacity
- Engaging Readers
- Information Literacy
- Critical Literacy
- Digital Media Literacy and Citizenship
- Cultural Literacy
- Literacy Partners

The Literacy Leadership theme within the Leading Learning strand has as its essential question, “How might the LLC support and model literacy development within the whole community?”

New technologies, and evolving methods of communication and sharing, drive expanding understanding of literacy. This reality has made the refinement and demonstration of strong literacy skills ever more important for learners. Exploring and connecting various ways of knowing and learning is part of the process of personalizing learning and involves embracing new literacies and skills. The school library learning commons has a leading role in assisting learners to hone and apply an expanded notion of literacy as well as fostering an active reading culture.

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# Key Terms



It is important to have a common language which builds from the existing Fostering literacies to empower life-long learners. Each of the definitions below can be found in our glossary of terms within Leading Learning: Standards of Practice for School Library Learning Commons in Canada: <https://llsop.canadianschoollibraries.ca/glossary/>

- Information Literacy
- Critical Literacy
- Digital Media Literacy
- Citizenship
- Cultural Literacy

For the purpose of this toolbox we have separated digital and media literacy using the following definitions:

Digital literacy is the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for employment, decent jobs and entrepreneurship. It includes competences that are variously referred to as computer literacy, ICT literacy, information literacy and media literacy (Unesco, 2018).

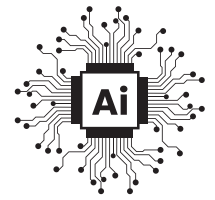
Media refers to all electronic or digital means and print or artistic visuals used to transmit messages. Literacy is the ability to encode and decode symbols and to synthesize and analyze messages. Media literacy is the ability to encode and decode the symbols transmitted via media and synthesize, analyze and produce mediated messages (NAMLE, 2024).

The Association for Media Literacy (aml.ca), state that Media literacy skills

“include critical thinking about digital media (“digital literacy”, or “digital media literacy”). So although “digital literacy” refers specifically to the critical use and consumption of digitally-created and distributed media (e.g., internet, smartphones, social media and videogames), it falls under the umbrella of media literacy, and media literacy helps to understand and appreciate it” (AML, n.d.)

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# What About AI literacy?



The Algorithm & Data Literacy Project defines algorithms as “step-by-step plans or instructions to perform a task or solve a problem — you can think of them like recipes that coders use to take information and produce things that help us achieve certain results. Being algorithm and data literate means being empowered to better understand how computers work and how algorithms use Artificial Intelligence (AI).” (Digital Moment, 2025)

Artificial Intelligence (AI) literacy is not a theme mentioned in the Fostering literacies to empower life-long learners strand of the Leading Learning document. Instead of choosing to create a new theme, we chose to embed Artificial Intelligence literacy within our toolbox, just as AI seems to be woven into the fabric of many online platforms and tools today. According to Carol Arcus of Association for Media Literacy, “AI tools and content are all digitally created, accessed, and consumed [and] Algorithmic Literacy falls under Digital literacy.”

The definition for AI Literacy for the purpose of this toolkit is from the document, *Empowering Learners for the Age of AI: An AI Literacy Framework for Primary and Secondary Education*.

*AI literacy represents the technical knowledge, durable skills, and futureready attitudes required to thrive in a world influenced by AI. It enables learners to engage, create with, manage, and design AI, while critically evaluating its benefits, risks, and ethical implications (page 6).*

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# The Framework

This toolbox serves to further refine our understanding of what it means to lead into the future by supporting school communities with information literacy, critical literacy, and cultural literacy, while further refining the theme of digital media literacy and citizenship.

In developing our Toolbox for digital and media literacy, we chose to use action verbs:

**FEEL:** When we use digital media, it contributes to our feelings of wellbeing.

**THINK:** When consuming media, we need to use critical thinking skills to read, understand, interpret and verify what we are reading

**DO:** Ultimately, we should prioritize creating over consuming by engaging with community, making, remixing and sharing



- Feeling well
- Feeling care
- Feeling safe



- Thinking when reading media
- Thinking when interpreting media
- Thinking when verifying information



- Doing by engaging with community
- Doing by making and remixing
- Doing by publishing and sharing

---

For each of the themes we have divided up the information into several subsections. These are:

## Key Question

A key question is included as a springboard for learning goals in order to develop the critical thinking skills students need to graduate into a technology rich world,

## Overview

In the overview we summarize the key ideas within the section. It is written from the perspective of what we would like students to know, understand, and be able to do.

## Suggested Activities

We have developed suggested activities which will help school librarians with a starting point.

## A Continuum












The framework is designed so that a school librarian may see themselves at any point of the continuum. Each of us has our own unique skill set and school context and where we may be leading in one area, we may be emerging or evolving in our understanding in other areas. The goal would be leadership: empowering students to lead in the various areas.

## Resources

We have curated a list of resources with hyperlinks to support the suggested activities.

## See it in Action

Our hope is to collect real-world examples of lessons which showcase each area of the continuum. If you have something to share, please email [chair@canadianschoollibraries.ca](mailto:chair@canadianschoollibraries.ca)

 <p><b>Feeling Well</b></p>				
 <p>How might wellness include our digital selves?</p>	<p>Students in the LLC - understand that digital environments can make things better or worse depending on how we use it.</p> 	<p>Students in the LLC reflect on how their relationship with technology can positively and negatively affect their wellness.</p> 	<p>Students in the LLC create plans to positively impact their wellness</p> 	<p>Students in the LLC take ownership of their wellness through proactive choices, leadership and advocacy around digital wellness.</p> 
 <p><b>Suggested Activities</b></p>	<ul style="list-style-type: none"> <li>-Invite conversations about screen time, digital detox or the impacts of digital habits on mental health.</li> <li>-Provide articles, videos or infographics on the topic of digital wellness.</li> <li>-Invite expert speakers, like counsellors or therapists, to talk about digital wellness.</li> </ul>	<ul style="list-style-type: none"> <li>-Teach students how to set boundaries and manage notifications on digital devices and invite them to share their strategies</li> <li>-Teach mindfulness techniques that can be practiced online and offline.</li> </ul>	<ul style="list-style-type: none"> <li>-What are habits both healthy and unhealthy and how do we know?</li> <li>-Organize digital wellness challenges that students can take part in.</li> <li>-Create support groups where students can share their experiences and strategize about their digital wellness.</li> </ul>	<ul style="list-style-type: none"> <li>-Encourage student led initiatives that promote digital wellness in their school or community.</li> </ul>



# Feeling Well



How might wellness include our digital selves?

Students in the LLC -understand that digital environments can make things better or worse depending on how we use it.



Students in the LLC reflect on how their relationship with technology can positively and negatively affect their wellness.



Students in the LLC create plans to positively impact their wellness



Students in the LLC take ownership of their wellness through proactive choices, leadership and advocacy around digital wellness.



## Suggested Activities

- Model think alouds about media use or tech use in the classroom (e.g. for Grades 1-3, “We’ve been staring at the Interactive White Board for a while; we may need break time for our eyes so let’s go outside”)

- Explore the positives and negatives of using AI and/or apps to support digital wellness
- Teach how to maintain a healthy digital routine, including body and eye breaks.
- Teach how technology can distort our reality
- Direct teach the impact of Social Media on Mental Health

- .Help students create personalized plans (using AI or a digital tool of their choosing) that fit their lifestyle and needs around digital wellness.

- Support students in creating and running advocacy campaigns to raise awareness about the importance of digital wellness.



# Feeling Well



## Resources



Media Balance & Wellbeing K-8 books  
Explore.org (Livecams)  
Digital Wellbeing Lessons for Grades K-12 (Common Sense Media)  
Common Sense Media: Media Balance & Well-being Collection (K-12)  
Build Healthy Digital Habits (Google Applied Digital Skills)  
Building Better Tech Habits: A Guide to Digital Well-being (Media Smarts)  
Lethbridge School Division Digital Wellness Team  
<https://www.cbc.ca/news/ai-mental-health-1.7320071>

## See it in Action



Digital Wellness  
 Bingo  
Example

Send a sample  
 lesson or activity

**EXAMPLE**

Tech Tracks  
Journal

Screen Time  
Reflection



  
**How might we empower students to use digital tools ethically and with empathy?**

**Students in the LLC explore the idea that values, ethics and empathy are important when using digital tools.**



**Students in the LLC learn practical skills related to using digital tools ethically and with empathy.**



**Students in the LLC demonstrate they can apply their knowledge and skills in real world contexts.**



**Students in the LLC are empowered to become leaders and advocates for ethical and empathetic digital tool usage.**



**Suggested Activities**

- Conduct sessions on digital citizenship, ethical behavior online, our values and the importance of empathy in digital interactions.
- Use multimedia resources to explain the impact of digital actions on others.
- Invite experts to talk about real-world examples of ethical and empathetic digital tool usage.

- Simulate scenarios where students practice ethical decision-making and empathetic responses.
- Explore nuances around cancel culture, seeking permission for posting and tagging photos on social media and its impact

- Assign projects that require ethical use of digital tools, such as creating a campaign on cyberbullying prevention.
- Create positive reviews for the books they read or the videos they watch (create a class review K-8)
- Establish peer mentoring programs where students support each other in using digital tools ethically.

- Encourage students to lead initiatives that promote digital ethics and empathy in their school or community.
- Support students in creating and running campaigns that raise awareness about ethical digital practices.



  
**How might we empower students to use digital tools ethically and with empathy?**

**Students in the LLC explore the idea that values, ethics and empathy are important when using digital tools.**



**Students in the LLC learn practical skills related to using digital tools ethically and with empathy.**



**Students in the LLC demonstrate they can apply their knowledge and skills in real world contexts.**



**Students in the LLC are empowered to become leaders and advocates for ethical and empathetic digital tool usage.**



**Suggested Activities**

-Model appropriate use of comment features in closed Learning Management System environments and in live classroom discussions (Grade 1-3 example: “What is useful feedback? How can we make recommendations that don’t discourage people?”)

-Teach the ethical use of AI, content remixing, citing sources including the use of AI

-Engage students in digital community service projects that promote empathy and ethical behavior online.  
 -Support students in creating a positive online reputation and protecting the online reputation of their friends.  
 -Explore the drawbacks and opportunities of Social AI  
 -Co-create a plan for identifying and dealing with Hate Speech

-Students implement programs to recognize empathetic behavior online.



# Feeling Care



## Resources



- [Microsoft’s Digital Civility resource](#)
- [Social Media Test Drive: How to be an upstander](#)
- [The Power of Words lesson \(Common Sense Media, grade 3\)](#)
- [AI Chatbots and Friendship \(Common Sense Media\)](#)
- [Is the internet making you meaner? \(Common Sense Media Quick Activity\)](#)
- [The Power of Digital Footprints \(Common Sense Media gr 7\)](#)
- [25 Best Empathy Activities for Kids](#)
- [Be Internet Awesome Interland game-Kind Kingdom](#)
- [Be Internet Awesome Interland game-Mindful Mountain](#)
- [ISTE Hands-On AI Projects: Who is in Control? Project 2 \(Language Arts & Computers gr 3-7 \)](#)
- [ISTE Hands-On AI Projects: The Trade Offs of Technology Project 3 \(Tech, Civics, Gov’t, Language Arts, Computer Science, gr 6-12\)](#)
- [Rewarding Relationships \(Common Sense Media gr 10\)](#)
- [Common Sense Media: Cyberbullying, Digital Drama & Hate Speech collection \(K-12\)](#)












## See it in Action














[Empathy online lesson Student Digital Leadership Playbook](#)

Send a sample lesson or activity

**EXAMPLE**

 <p><b>Feeling Safe</b></p>				
 <p><b>How might we support students to take control of their own privacy and security?</b></p>	<p><b>Students in the LLC explore what privacy and security mean online.</b></p> 	<p><b>Students in the LLC develop skills in order to protect their own privacy and security online.</b></p> 	<p><b>Students in the LLC take ownership of their own privacy and security</b></p> 	<p><b>Students in the LLC are empowered to be leaders and advocates for privacy and security.</b></p> 
 <p><b>Suggested Activities</b></p>	<ul style="list-style-type: none"> <li>-Teach students about how online privacy, data protection and cyber security work.</li> <li>-Teach students about phishing, clickbait, quizzes, offers etc. and how this breaches their security.</li> <li>-Explore articles on data breaches with students.</li> <li>Invite cybersecurity experts to talk about real-world examples of privacy breaches and security threats.</li> </ul>	<ul style="list-style-type: none"> <li>-Use grammar skills and lateral reading to detect phishing attempts</li> <li>-Teach students how to create strong passwords/passphrases, multi-factor authentication and manage their digital footprint.</li> <li>-Explore the pros and cons of accepting cookies, sharing location and posting using hashtags</li> </ul>	<ul style="list-style-type: none"> <li>-Assign projects that require students to implement privacy and security measures, such as creating a secure website or app.</li> <li>-Conduct simulated cybersecurity breaches or privacy violations for practice.</li> <li>-Invite students to create PSAs, podcasts, or infographics around issues of deepfakes and AI scams</li> </ul>	<ul style="list-style-type: none"> <li>-Support students to teach community members about privacy and security</li> <li>-Create an interactive game or workshop which can be presented to a feeder school or a seniors home around issues of privacy or security</li> </ul>

 <p><b>Feeling Safe</b></p>				
 <p>How might we support students to take control of their own privacy and security?</p>	<p>Students in the LLC explore what privacy and security mean online.</p> 	<p>Students in the LLC develop skills in order to protect their own privacy and security online.</p> 	<p>Students in the LLC take ownership of their own privacy and security</p> 	<p>Students in the LLC are empowered to be leaders and advocates for privacy and security.</p> 
 <p><b>Suggested Activities</b></p>	<p>-Review password protocols</p>	<p>-Show students how to advocate politely yet firmly for ... I don't know how to say this ... family and school respects for their privacy? (e.g. "I don't want my photo taken and put up on the wall when I do this tableau")</p>	<p>-Support students in creating a risk assessment for new technologies</p>	



# Feeling Safe



## Resources



- [Media Smarts Lessons and Resources on Privacy](#)
- [Canada Centre for Child Protection- Grade 9-12 Privacy Online FREE Lesson Resources](#)
- [Cyberwize](#)
- [NetSmartz- Online Privacy and Security Resources for Grades 6-12](#)
- [Be Internet Awesome Teaching Resources](#)
- [Office of the Privacy Commissioner of Canada- Online Privacy Resources](#)
- [Stop. Think. Connect.](#)
- [Common Sense Media Privacy and Security collection \(K-12\)](#)
- [Cyberlegends Cybersecurity and Cybersafety gamified \(Fees apply.\)](#)

## See it in Action



Send a sample lesson or activity

**EXAMPLE**



# Thinking when reading media



**How might we build reader skills and capacity across media?**

Students in the LLC connect to specific texts to learn/build skills and capacity.



Students in the LLC utilize curated collections within which they can build skills and capacity.



Students in the LLC engage in independent reading for skills development across digital and physical media.



Students in the LLC explore collaborative reading and learning as a community that challenges each other to become stronger readers together.



**Suggested Activities**

-Group reading at the carpet (K-3)  
Teacher-librarian / teacher selected read-aloud or novel study (3-12)  
-Set up explorations of different media types to help students learn about their characteristics, strengths and weaknesses .

-Teacher-librarian / teacher selected literature circles. (3-12)  
-Reading bins (K-7)  
Exploring student databases such as World Book, EBSCO or GALE.  
-Using digital programs that focus on skill development such as Reading A to Z, Literacy Pro, Bookflix, etc.

-Have students create their own media content (e.g., blogs, podcasts, videos) on topics of interest, applying the skills they have learned.  
-Support students as they practice critical thinking and civil discourse of current events.

-Implement peer reading programs where students will teach their media reading skills to other students.  
-Help students run media clubs where they can use their critical thinking skills to share and discuss different media experiences (e.g. a video game discussion club, podcast discussion club).



# Thinking when reading media



## How might we build reader skills and capacity across media?

Students in the LLC connect to specific texts to learn/build skills and capacity.



Students in the LLC utilize curated collections within which they can build skills and capacity.



Students in the LLC engage in independent reading for skills development across digital and physical media.



Students in the LLC explore collaborative reading and learning as a community that challenges each other to become stronger readers together.



## Suggested Activities

-Invite journalists, authors, researchers, and other media professionals to talk about their work and the formats they work in.  
-Source videos that feature media professionals talking about their work and the formats they work in.

-Do guided exercises with texts in different mediums to focus on skill building in areas like identifying the main idea, biases, perspectives and how different formats can change how we interpret information.  
-Explore how the presentation, tone and content of different media messages impact their effects on audiences.

-help students to understand algorithmic literacy

-move from teacher-selected to student selected examples of interpreting and reading media



# Thinking when reading media



## Resources



- [Most Likely Machine](#) (What are algorithms, What are they used for? What is algorithmic bias? Why does it matter?)
- [Verifying information online: the absolute essentials](#) (from First Draft)
- Fact-checking websites: [Snopes](#) and [FactCheck.org](#)
- [Checkology](#) by [News Literacy Project](#)
- [AI Literacy Lessons for Grades 6-12](#) (Common Sense Media)
- [Essential Frameworks for teaching Media Literacy](#) (Association for Media Literacy)
- [Designing AI](#)
- [Home - PoliTalks](#)
- [AI Literacy Grades 2-8](#) (Part of Google's Be Internet Awesome resource)

## See it in Action

























Send a sample lesson or activity

**EXAMPLE**

[Algorithmic Literacy](#)

[From Scrolling to Thinking: Friday Photo](#)

 <b>Thinking when interpreting media</b>				
 <p><b>How might we support and model critical literacy?</b></p>	<p>Students bring personal experiences and understanding to information and media by making text to text, text to self, and text-to-world connections .</p> 	<p>Students are critical consumers of information and media by developing questions before, during and after consuming .</p> 	<p>Students use a variety of strategies to analyze, critique and synthesize information in media messages</p> 	<p>Students construct and share new personal meaning using knowledge building technology tools.</p> 
 <p><b>Suggested Activities</b></p>	<ul style="list-style-type: none"> <li>-Have students keep journals where they reflect on their personal experiences and connect them to the media messages they consume .</li> <li>-Organize discussion groups where students share their personal connections to the texts and media they consume .</li> </ul>	<ul style="list-style-type: none"> <li>-Have students keep journals where they reflect on their personal experiences and connect them to the media messages they consume .</li> <li>-Organize discussion groups where students share their personal connections to the texts and media they consume .</li> </ul>	<ul style="list-style-type: none"> <li>-Conduct workshops on different analytical strategies, such as rhetorical analysis, thematic analysis, and media analysis .</li> <li>-Assign projects where students compare and contrast different texts or media, analyzing their content, style, and impact.</li> </ul>	<ul style="list-style-type: none"> <li>-Encourage students to create digital stories using tools like GenAI, video editing software, blogs, or podcasts, integrating their personal insights and analyses.</li> <li>-Use platforms like Google Docs/MS365, Padlet, or Wikis for students to collaboratively build and share knowledge.</li> </ul>

 <b>Thinking when interpreting media</b>				
 <p><b>How might we support and model critical literacy?</b></p>	<p>Students bring personal experiences and understanding to information and media by making text to text, text to self, and text-to-world connections</p> 	<p>Students are critical consumers of information and media by developing questions before, during and after consuming .</p> 	<p>Students use a variety of strategies to analyze, critique and synthesize information in media messages</p> 	<p>Students construct and share new personal meaning using knowledge building technology tools.</p> 
 <p><b>Suggested Activities</b></p>	<p>-Use graphic organizers to help students visually map out connections between texts, their own lives, and the world.</p>	<p>-Facilitate discussions where students share the questions they developed during and after reading/viewing, and explore answers collaboratively.</p>	<p>-Provide exercises that invite students to synthesize information from multiple sources, creating cohesive arguments or narratives.</p>	<p>-Teach students how to use presentation tools (e.g., Prezi, Canva, PowerPoint, Google Slides) to share their knowledge with peers.</p>



# Thinking when interpreting media



## Resources



- [Media Smarts- Representation in Media Collection](#)
- [PBS Learning Media-Implicit Bias](#) .
- [The Representation Project- Focuses on gender representation in media, providing resources and educational materials to help students analyze media portrayals.](#)
- [Common Sense Media: News and Media Literacy Collection \(K-12\)](#)
- [AI chatbots, Whose behind the screen](#)
- [AI model in Vogue raises concerns about Beauty Standards](#)

## See it in Action



[Critical Thinking and Kindergarten](#)

Send a sample lesson or activity

**EXAMPLE**

[Constructivist Media decoding in elementary school](#)

[Centering First Nations Identity and Voice Through Data and Story: A Culturally Grounded AI Exploration](#)



**Thinking when verifying information**



**How might we support and model information literacy development?**

Students in the LLC learn information skills as needed for research and inquiry projects.



Students in the LLC develop information literacy skills over time through repeated use.



Students in the LLC build a deep understanding of information literacy through continuous use



Students in the LLC are independent users of information literacy skills.



**Suggested Activities**

-Run library learning commons orientations to familiarize students with the physical resources, databases and catalog system.  
-Teach students how to properly cite sources and understand the importance of academic integrity, (including AI)

-Develop units that focus on specific aspects of information literacy, such as evaluating sources through lateral reading, triangulation, understanding bias, and synthesizing information.  
-Create lesson plans that integrate media and information literacy skills, such as lessons on how to conduct effective online searches or how to use primary and secondary

-Partner with classroom teachers to co-teach lessons that integrate media and information literacy skills with subject-specific content.  
-Co-design with teachers interdisciplinary projects that require students to apply media and information literacy skills in the context of their subject area studies.

-Develop and implement school-wide initiatives that promote media and information literacy, such as a "Research Week" or an information literacy fair.  
-Work with school administrators and teachers to develop guidelines that support media and information literacy across the curriculum such as a scope and sequence.



**Thinking  
when  
Verifying  
information**



**How might we  
support and model  
information literacy  
development?**

Students in the LLC  
learn information  
skills as needed for  
research and inquiry  
projects.



Students in the LLC  
develop information  
literacy skills over  
time through  
repeated use.



Students in the LLC  
build a deep  
understanding of  
information literacy  
through continuous  
use



Students in the LLC  
are independent  
users of information  
literacy skills.



**Suggested  
Activities**

-Introduce basic  
research skills  
including how to  
find, assess and use  
information from  
various sources.

sources that you can  
quickly adapt to  
different curricular  
areas.

-Use interactive  
activities like  
scavenger hunts,  
quizzes or games to  
engage students  
and reinforce  
verifying media  
skills.

-Offer professional  
development  
sessions for teachers  
on how to  
incorporate  
information media  
and literacy into their  
teaching practices.

-Engage with the  
broader community  
by offering student-  
led workshops on  
media and  
information literacy  
for parents and  
community  
members



# Thinking when verifying information



## Resources



- [Evaluate Credibility of Online Sources](#) (Google Applied Digital Skills)
- [The Basics of Verifying Information](#) (Media Smarts)
- Fact-checking websites like [Snopes](#) and [FactCheck.org](#)
- [Ctrl-F Example Bank](#)
- [Checkology](#) by News Literacy Project
- [Evaluating Generative AI Output](#) (Chapman Learning Commons)

## See it in Action



Send a sample lesson or activity

**EXAMPLE**

[Science Mythbusters lesson by Lisa Loffredi](#) (secondary.)

[AI Literacy in Action](#)



**Doing by  
engaging  
with  
community**



**How might we empower student voices to engage constructively in online communities?**

Students in the LLC explore the idea that they have a voice online including closed / protected LMS environments that can be used positively.



Students in the LLC learn skills to help them interact constructively online.



Students in the LLC demonstrate their skills in real-world online contexts.



Students in the LLC lead the way in advocating for constructive engagement in the global online community.



**Suggested Activities**

-Conduct sessions on digital citizenship, online etiquette, and the impact of constructive engagement.  
-Invite influencers, activists, and professionals who have successfully engaged in the local or global online community to share their experiences.

-Offer training on effective communication, including how to articulate ideas clearly and respectfully in online forums.  
-Teach students how to critically evaluate online information, including in shared memes and posts, and respond thoughtfully to different viewpoints.

-Create moderated online discussion groups where students can practice engaging constructively on various topics  
-Assign projects that require students to collaborate with peers from different backgrounds and cultures, using online platforms such as across different schools within the same district.

-Encourage students to lead initiatives that promote constructive online engagement, such as organizing webinars.  
-Assist students in creating and moderating a school-wide private online community.



**Doing by  
engaging  
with  
community**



**How might we empower student voices to engage constructively in online communities?**

Students in the LLC explore the idea that they have a voice online including closed / protected LMS environments that can be used positively.



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Students in the LLC demonstrate their skills in real-world online contexts.



Students in the LLC lead the way in advocating for constructive engagement in the global online community.



**Suggested Activities**

-Students will develop a foundational knowledge of GenAI concepts and applications

-Conduct workshops on managing and resolving conflicts in online interactions.  
-Teach students how to critically evaluate GenAI outputs and share and compare outputs with classmates

-Conduct workshops on how to master effective prompt engineering with AI.  
-Seek out like-minded communities in responsible ways (e.g. joining the local rec soccer club from trusted friends who recommended it, joining an interest-based chat server after hearing about it at a workshop)

-Support students in starting a school-based podcast or Youtube channel



**Doing by  
engaging  
with  
community**



**Resources**



- [Create a Responsible Blog with Google Sites](#) (Google Applied Digital Skills)
- [Global Student Chat](#) (student-led initiative)
- [Project\\_5K](#) (Youth organization)
- [Cyber Seniors](#) (technology support for older adults)
- [ISTE Hands-On AI and the 21st century worker](#) (Tech, Language Arts, Careers), gr 8-12
- [Common Sense Media Relationships and Communication collection](#) (K-12)

**See it in Action**



Send a sample lesson or activity

**EXAMPLE**

Be the Bot Activity (any grade/subject)



**Doing by making and remixing**



**How might we support students in creating original content or remixing existing content?**

Students in the LLC explore the concepts around creating and remixing content.



Students in the LLC learn skills and techniques to create their own original content and remix existing content.



Students in the LLC demonstrate their skills through application to curriculum or real-world contexts.



Students in the LLC lead others in exploring creating and remixing content.














**Suggested Activities**

-Invite content creators, artists, authors, and fan-fiction authors (school appropriate ones) to discuss the importance of originality and ethical remixing.  
-Teach students the basics about content creation and remixing such as copyright, fair use and creative commons licensing.

-Offer creative writing workshops where students develop skills such as brainstorming, storyboarding and drafting.  
-Teach students how to use a variety of digital tools for content creation and remixing such as graphic design software, video editing tools, and audio mixing programs.

-Encourage students to use their skills in creating and remixing when responding to curricular prompts.  
-Organize challenges where students create original content based on specific themes or prompts.  
-Facilitate collaborative projects where students work together to create or remix content, fostering teamwork and creativity.

-Encourage students to form clubs focused on content creation and remixing. These clubs can meet regularly to share ideas, collaborate on projects, and provide feedback to each other such as a student-led video production club where members create short films, documentaries or video essays and host screenings for the school community.

 <p><b>Doing by making and remixing</b></p>				
 <p><b>How might we support students in creating original content or remixing existing content?</b></p>	<p>Students in the LLC explore the concepts around creating and remixing content.</p> 	<p>Students in the LLC learn skills and techniques to create their own original content and remix existing content.</p> 	<p>Students in the LLC demonstrate their skills through application to curriculum or real-world contexts.</p> 	<p>Students in the LLC lead others in exploring creating and remixing content.</p> 
 <p><b>Suggested Activities</b></p>	<ul style="list-style-type: none"> <li>-Teach students about bias and misrepresentation in Gen AI created content.</li> <li>-Students explore the ethical dilemma of inauthentic online content creation (i.e. deepfakes)</li> </ul>	<ul style="list-style-type: none"> <li>-Give students agency in shaping small-scale promotions (e.g. bulletin boards in schools)</li> </ul>	<ul style="list-style-type: none"> <li>-Facilitate design thinking challenges centered around the UN SDG goals, where students work collaboratively to come up with creative solutions to real-world issues.</li> <li>-Students use a 3D printer to create design prototypes that can be used and implemented in a real-world context.</li> </ul>	<ul style="list-style-type: none"> <li>-An after-school workshop series where students teach each other how to plan, record and edit their own podcasts.</li> </ul>



**Doing by making and remixing**



**Resources**



- [Teachable Machine](#) (Creative Intro to machine learning and AI which doesn't require code)
- [Soundtrap](#) (making and Remixing music and podcasts-fees apply.)
- [Canva for Education](#) (videos, posters, infographics)
- [Adobe Express for K-12 Education](#)
- [Fair Dealing Decision Tool](#)
- [Code.org](#) (coding projects including AI)
- [Exploring Infomercials and Creating our Own](#) (AML-secondary.)
- [Creating with AI](#)
- [Meme Generator site](#) (do not sign in)
- [Build a logo of who you are](#)
- [AI and Songwriting](#) (Your Voice is Power)

**See it in Action**



Send a sample lesson or activity


**EXAMPLE**

[Podcasting in the LLC](#)



**Doing by  
publishing  
and  
sharing**



  
**How might we  
support students in  
publishing and  
sharing their work,  
projects and ideas?**

Students in the LLC explore the value and purpose of publishing and sharing their work.

Students in the LLC learn tools, platforms and strategies for publishing and sharing their work.

Students in the LLC publish and share their work in real-world or curriculum aligned contexts.

Students in the LLC lead initiatives that support others in publishing and sharing their work.



**Suggested  
Activities**

-Give students examples of other student-published content to inspire them.  
-Provide a brave space for students to feel safe in sharing their work.  
-Discuss with students the impact of sharing ideas with authentic audiences.  
-Bring in guest speakers to talk about real-world examples of publishing to authentic audiences.

-Help students gain experience with digital portfolios, blogs, video platforms and presentation tools.  
-Teach students about audience engagement and presentation skills, copyright and creative commons publishing.  
-Students practice giving and receiving feedback to refine their work for public sharing.

-Encourage and assist students in inviting external guests to share events, including experts.  
-Feature student work prominently on the LLC website and social media presence.  
-Cultivate connections to local businesses and community members to support students with showcasing their talent.

-Provide opportunities for students to publish their work on platforms like blogs, YouTube, or school websites, allowing them to share their creations with a wider audience  
-Student operated print shop  
-Student organized newspaper, newsletter, website, social media feed or other sharing medium.



## Doing by publishing and sharing



  
**How might we support students in publishing and sharing their work, projects and ideas?**

Students in the LLC explore the value and purpose of publishing and sharing their work.



Students in the LLC learn tools, platforms and strategies for publishing and sharing their work.



Students in the LLC publish and share their work in real-world or curriculum aligned contexts.



Students in the LLC lead initiatives that support others in publishing and sharing their work.



### Suggested Activities

-Participate in school-, board- or organization-sponsored publishing opportunities (i.e. poetry anthologies, Heritage Fair competitions, etc.)  
-Celebrating publishing at the school level

-Consult with experienced publishers/content creators about strategies for dealing with comments

-Develop promotional skills for amplifying work  
-Collaborate with subject-specific teachers to facilitate the publication and sharing of student work.  
-Encourage and support students to submit their work to district and regional contests (i.e. writing contests, art contests, etc.)

-Student-organized showcases or exhibitions.  
-Student created podcasts, blogs, etc...



**Doing by sharing and publishing**



**Resources**



- [Book Creator](#)
- [Growing Authors: 15 Ways to use Book Creator to publish student writing](#)
- [Share your work: Creative Commons Licences](#)
- [Documenting learning through Portfolios](#)
- [How to Publish Research as a High Schooler](#)
- [Helping Middle School Students Become Published Authors](#)
- [Podcasting in Elementary School](#)
- [Light Lift Strategies for Incorporating Digital Citizenship into Lesson Plans](#)
- [Get Your Students Creating their own Podcasts](#)

**See it in Action**



[Documenting Learning Online](#)

Send a sample lesson or activity

**EXAMPLE**

[Podcasting in the LLC](#)

[Tai Asks Why Podcast](#)

[Global Student Chat](#)

[Your voice is Power](#)

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# Acknowledgments & References

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# About the Authors

**Neil Andersen** has taught film and/or media studies for over 30 years. He has been a computer resource teacher, helping teachers integrate technology into their curricula, and has given numerous educational keynotes and workshops across Canada, in the US, India, China, Japan, and Europe.

Andersen has taught media courses for teachers at the University of Toronto, York University, and at Mount Saint Vincent University. He is President of the Association for Media Literacy (Ontario).

He has made movies and videos, authored student textbooks, teacher resource books (including *Scanning Television*), over 200 study guides, and designed interactive CDs, websites, programs, and posters.

**Jennifer Casa-Todd** is a former teacher-Librarian and Literacy Consultant, a Google Certified Innovator, and author of several educational publications. She is also an ISTE Community leader, a Google Educator Group leader for Ontario and a Board member for the Canadian School Library Association. Jennifer can currently be found supporting pre-service teachers at Lakehead University (Ontario) She is passionate about showing parents, teachers and students how they can use technology and social media positively and productively. Learn more about her at [jcasatodd.com](http://jcasatodd.com)

**Cathy Fowler** has been a Teacher-Librarian for 20+ years and is currently the District Teacher-Librarian in Campbell River School District. She holds a Master of Educational Technology from the University of British Columbia with a Post Grad Diploma in Library Sciences from UBC. She is dedicated to empowering and guiding her team of Teacher-Librarians as they navigate the evolving landscape of libraries, educational technology and the diverse needs of today's learners.

**Joseph Jeffrey** is Chair of the Canadian School Libraries Board of Directors and the District Learning Commons Teacher-Librarian in School District 57 - Prince George, BC where he supports teacher-librarians in creating and maintaining information literacy rich library learning commons programming, designing participatory and flexible learning spaces, and developing culturally responsive library learning commons. Joseph has worked on the [Collection Diversity Toolkit](#), the updates to [Leading Learning](#), and the [Foundations and Framework](#) document. Additionally, he helped write the BC Teacher Librarian Association's School Library Design document. Joseph also serves on the BCTLA's executive as Professional Development Coordinator, as a trustee for his public library, and on IFLA's School Library Division. Outside of school, Joseph is an avid gamer of all types from card to tabletop to video games and enjoys being transported to imaginative worlds of science fiction and fantasy as a reader.

# About the Authors

**Tracy Kryz** is the Director of Instruction - Curriculum for Abbotsford School District in BC where her vision is to ensure every student becomes critically literate, numerate, and fully engaged in their learning. With over 25 years of experience in education, including 18 years in Ontario, she has successfully led initiatives that enhance technology access and promote equity. She fosters collaboration across departments, champions inclusive practices, and builds strong relationships with staff, families, and stakeholders. Passionate about supporting educators, she leverages technology and best practices to inspire students and prepare them for future success.

**Lisa Loffredi** is the teacher-librarian at Sacred Heart Catholic High School in Newmarket, part of the York Catholic District School Board. With 23 years teaching experience, she has held various roles which include roles in Chaplaincy and Special Education. She currently serves on the editorial board for "The Teaching Librarian", the official magazine of the Ontario School Library Association and has been a member of the 2024 Forest of Reading White Pine and Blue Spruce Steering Committees. She attended and presented for the first time at TMC8 with fellow colleagues on the topic of advocacy for the role of the teacher-librarian and the library in January 2025 in Toronto. Their research has been published on the Canadian School Libraries website. Lisa has recently completed her Media Studies AQ, Part 1, with The Association of Media Literacy. Overall, Lisa strives to cultivate a passion for reading, writing, and lifelong learning among her students.

**Diana Maliszewski** is the teacher-librarian at Agnes Macphail Public School in the Toronto District School Board and has worked as a school library professional for over twenty-five years. From 2006 - 2018, she was the editor-in-chief of The Teaching Librarian, the official publication of the Ontario School Library Association. Currently, she is the co-Vice President of the Association for Media Literacy and Canada's representative with the North American and European chapter of UNESCO's Media and Information Literacy Alliance. Diana developed and facilitates the Teacher Librarianship Additional Qualification courses for York University and Queen's University. Diana has been honoured with several awards, such as the Angela Thacker Memorial Award (2025), the Follett International Teacher-Librarian of the Year (2008) and the OLA President's Award for Exceptional Achievement (2013). She blogs weekly as part of her reflective professional practice at <http://mondaymollymusings.blogspot.com>.



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