

An Introduction to
Digital Media Literacy

webwise.ie

Connected

Junior Cycle



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Foreword

Digital and media literacy has become increasingly essential to us all in our day to day lives, and is likely to become even more important as society and technology evolves – in ways we probably can't even imagine right now. To get the best out of the revolution in communication that we are experiencing, it is essential to integrate the development of digital media literacy skills into our learning journeys in school, just as we did with reading and writing, in the hope that curiosity, critical evaluation and informed choice will become life-long companions.

Developing a firm grasp of the principles of digital media literacy is the best way to ensure that our fundamental principles and values – nurturing creativity, personal privacy, freedom of speech, respect, protection of the vulnerable – can be preserved and enhanced in the future.

Given the speed of change, and the power that the internet and digital technology offers each and every one of us, we all have personal responsibilities in relation to what we share, what we help fund or endorse with our clicks,

how we find and evaluate content, what we choose to believe, what we create and how we manage our data. The more knowledge and skills that can be developed at the age at which values, personal principles and a sense of responsibility are being developed and tested, the better we will be able to build the critical thinking and resilience needed to get the very best of what digital technology is offering us now and in the future.

I whole-heartedly applaud the work that Webwise and PDST have undertaken to create this excellent Introduction to Digital Media Literacy as part of the Junior Cycle Short Course and I would like to thank Webwise for this opportunity to contribute to the 'Connected' resource and my fellow contributors for their imaginative responses to the challenge.

Martina Chapman

National Coordinator Media Literacy Ireland and
Member of the Council of Europe Expert Committee on
Quality Journalism (MSI-JOQ)

Introduction from PDST

Technology and digital media are rapidly changing and continuously providing new opportunities for young people to engage, connect, create and learn. Digital skills are required to participate in many aspects of life now and it has never been more important for young people to develop digital skills while also having an understanding of how these digital technologies and media work.

The rate at which technology and digital media evolves also bring challenges for young people and educators providing guidance in this area. While there can be a tendency to assume that all young people are 'digital natives' and have all of the necessary skills, knowledge and understanding to use technology and digital media, they need to be supported in navigating and engaging with it.

The Professional Development Service for Teachers (PDST), funded by the Teacher Education Section in the Department of Education and Skills are Ireland's largest support service providing teachers and schools with professional learning opportunities across a range of subject areas and competencies including digital technologies. The PDST aims to support teachers in enabling young people to be safer, more effective and responsible users of digital technology and the internet by offering a suite of professional supports and resources.

This resource "Connected" joins our wider catalogue of several other resources aiming to assist teachers in the effective implementation of digital literacy into their classroom practice. It is also hoped that their students as a result will engage safely and positively with digital media and technology while developing a greater understanding of the role these play in their day to day lives and that of wider society.

I would like to sincerely thank my colleagues across many teams in the PDST and our partners in the system for their work in developing this programme.



Ciara O'Donnell
National Director
Professional Development Service for Teachers

Acknowledgments

The PDST and Webwise would like to sincerely thank all of those involved in the development of this resource; the members of the PDST Digital Technologies Team and the PDST Health and Wellbeing Team, the PDST Research and Design Team, Martina Chapman, Professor Brian O'Neill, Carl Miller, the Office of the Data Protection Commissioner, the National Council for Special Education, Sonia Livingstone and the London School of Economics, the Inspectorate of the Department of Education and Skills, the office of the Australian eSafety Commissioner, Childnet UK, MediaSmarts Canada and Eversheds Sutherland.

Section One: Teacher Information



What is Digital Media Literacy?

Digital technologies and media are firmly embedded into daily life and continue to bring new opportunities, benefits and challenges. Students have grown up in a digital world that has never been more connected and as digital technology becomes more complex, students need the skills to know and understand how to access digital media, analyse it and produce it.

“In a digital age in which many everyday actions generate data – whether given by digital actors, observable from digital traces, or inferred by others, whether human or algorithmic – the relation between privacy and data online is becoming highly complex. This in turn sets a significant media literacy challenge for children (and their parents and teachers) as they try to understand and engage critically with the digital environment.”

Sonia Livingstone¹

While there is no agreed definition of the term digital media literacy, it can often be referred to as a minimum level of knowledge or skills required for using technology or the internet. This programme looks at digital media literacy as a variant of media literacy.²

“Media Literacy ... provides a framework to access, analyze, evaluate, create and participate with messages in a variety of forms — from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.”

Center for Media Literacy³

Research into the impact of digital media on young people often documents the negative impacts. Digital media and technologies continue to provide a wealth of opportunities for young people and balancing empowerment and protection is crucial for parents and educators.

“...Developing digital and media literacies is one of the most viable intervention strategies to minimize media’s negative consequences and maximize its positive influences on beliefs, attitudes, and behaviors. In short, interventions that equip youth to critically navigate their digital lives have positive impacts that mitigate potentially harmful effects of participation in digital spaces. These literacies are fundamental in helping youth to become critical consumers and creators in a digital world...”

Eisenstock, Kristine E. Pytash (2017)⁴

This programme offers an introduction to key topics within digital media and encourages students to explore each module using digital media. The programme promotes responsible digital citizenship by introducing students to emerging areas within digital technology and facilitates the development of key digital media literacy skills.

To be digital media literate, students must be able to navigate, assess and know the critical questions to ask so that they may participate in civic life as competent and ethical media consumers and creators.

“Becoming digital media literate means that students are learning to form clear and purposeful goals, becoming equipped with a sense of agency and purpose which can lead to improvement in quality of life, civic engagement, social connections and life satisfaction.” (OECD 2018).⁵

Becoming digital media literate provides students with the knowledge, skills, attitudes and values that student’s need to thrive and shape their worlds.

About this Resource

Connected has been specifically designed for teachers of the Junior Cycle Digital Media Literacy Short Course who wish to explore;

- Online wellbeing
- News, information and problems of false information
- Big data and the data economy
- Young people’s rights online

This programme will give students an understanding of the role of digital technologies, their rights in the digital world and will help students develop key digital media literacy skills to responsibly navigate the online environment. Connected aims to empower young people to be effective, autonomous and safe users of technology and online media.

Grounded in a constructivist pedagogical orientation, the active methodologies used stimulate discussion, reflection and self-directed learning. The Connected resource is designed to promote creative, critical and responsible use of digital technologies including the internet. The programme is mapped to the Junior Cycle Digital Media Literacy Short Course and has links to the Junior Cycle SPHE Curriculum and CSPE (Modules 1 and 4). The Junior Cycle curriculum focuses on eight key skills⁶, the Connected programme offers opportunities to support all eight key skills. The resource is also suitable for Transition Year Programmes.

Assessment

The Junior Cycle Digital Media Literacy Short course supports a broad range of approaches to assessment. Some learning outcomes lend themselves to once-off assessment, others to assessment on an ongoing basis as students engage in different learning activities such as discussing, explaining, researching, presenting, planning and taking action⁷. Module 5 of this education programme provides a range of options for assessment based on the topics explored in the previous modules.

Project Based Assessment

Each of the tasks demonstrates engagements with learning outcomes across all four strands. Students are to work in groups of three and chose one of the four tasks to complete. Each of the tasks is based on topics and themes covered throughout the previous four modules. They provide a certain amount of freedom for students to pursue topics that are of interest/relevance to their lives within each of the areas. It is envisaged that students will provide evidence of their learning in a variety of ways, including digital media, audio recordings, video, presentations and written pieces.

Many of the teaching and learning activities outlined in this resource support formative and summative assessment tasks, with opportunities for reflection, self and peer assessment, as well as opportunities for teachers to give individualised feedback to learners/students.

Information and suggested tasks are outlined in Module 5.

¹ Livingstone, S., Stoilova, M., & Nandagiri, R. (2019). *Children’s data and privacy online: growing up in a digital age: an evidence review*. Available at: www.lse.ac.uk/media-and-communications/assets/documents/research/projects/childrens-privacy-online/Evidence-review-final.pdf

² Livingstone, S. (2018). *Media literacy—everyone’s favourite solution to the problems of regulation*. LSE Media Policy Project Blog. Available at: www.blogs.lse.ac.uk/mediapolicyproject/2018/05/08/media-literacy-everyones-favourite-solution-to-the-problems-of-regulation/

³ The Center for Media Literacy (CML) is an educational organization that provides leadership, public education, professional development and evidence-based educational resources nationally and internationally. CML works to help citizens, especially the young, develop critical thinking and media production skills needed to live fully in the 21st century media culture. More information is available at: www.medialit.org/media-literacy-definition-and-more

⁴ Turner, K. H., Jolls, T., Hagerman, M. S., O’Byrne, W., Hicks, T., Eisenstock, B., & Pytash, K. E. (2017). *Developing digital and media literacies in children and adolescents*. *Pediatrics*, 140(Supplement 2), S122-S126.

⁵ Howells, K. (2018). *The future of education and skills: education 2030: the future we want*. (OECD) Available at: [www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](http://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf)

⁶ NCCA, Key Skills of the Junior Cycle available at: www.curriculumonline.ie/getmedia/7f36551d-5f96-45d9-aad4-dd229515b1cb/JC-Key-Skills-Poster-English.pdf

⁷ Short Course Digital Media Literacy, Specification for Junior Cycle, NCCA, Available at: www.curriculumonline.ie/getmedia/71b6b946-971b-4003-8bfa-028932cc4daa/NCCA-JC-Short-Course-DML.pdf

What Does this Resource Cover?

The Connected resource moves through five modules which interlink with one another, providing opportunities for students to reflect on their own digital and social practices, their interactions with others and their communities and schools. This programme provides an ethics framework to support young people caring for themselves, their peers and their wider communities.

1. My Online Wellbeing

This module aims to look at the positive and potentially negative experiences young people have online, consider the impact they may have and devise ways to build resilience. This module will also discuss respectful communication with a particular focus on commenting and sharing practices and will consider appropriate responses to inappropriate, offensive or sensitive material being shared online.

2. News, Information and Problems of False Information

This module examines the responsible and ethical use of media and explores different types of false information. It aims to develop the critical thinking skills necessary to enable students to distinguish between accurate and reliable information and false information. Students will explore how to evaluate information online and recognise bias and prejudice online.

3. Big Data & the Data Economy

This module introduces students to the topic of big data and gives an opportunity to explore how the data economy works. It aims to explore how and why online companies use personal information, the benefits it can bring and critique the ethical use of this information for profit.

4. My Rights Online

This module aims to increase awareness and knowledge of young people's online rights, e.g. the right to be forgotten, privacy, the right to information etc. It explores the legal framework protecting young people's rights online and considers the responsibilities and risks presented by young people's use of social media.

5. Publishing Online

– Project Based Assessment

Students will investigate the challenges and solutions digital media presents in our community and assess the impact that digital media has on the individual and society. This will be a group, project-based assessment to explore the themes and topics covered in the previous modules and will support the assessment element of the short course.



How to Use this Resource

The Connected Programme acts as an introduction to a series of digital media literacy themes and topics. Throughout the programme students will explore new and emerging digital technologies and opportunities for using digital technology is embedded into each module and assessment. On completion of the programme students will have a better understanding of digital technologies and will be able to demonstrate key skills in utilising digital media and technology in a responsible and ethical manner.

Each module within the Connected Programme includes teacher instructions and learning outcomes. **Teachers' preparation is advised before each module but educators are not required to have an in-depth knowledge of emerging digital technologies.** Modules can also be supplemented with videos or additional materials, suggestions are included within each module. Additional resources and information on digital media literacy can be found in Appendix 2. The Connected programme encourages and provides opportunities for engagement with digital media and technology throughout the resource, some suggested resources and tools are included within each module.

Teacher Training and Support

The Digital Learning Framework (DLF) has been developed by the Department of Education and Skills and represents one of the key supports envisaged under the Digital Strategy for Schools 2015-2020. In implementing the Digital Learning Framework, schools and teachers are given a structure which allows them to identify where they are on the journey towards embedding digital technologies in teaching, learning and assessment, and enables them to progress in that journey.

The Digital Learning Framework Planning website has been developed to assist schools in effectively implementing the DLF and embedding digital technologies into teaching, learning and assessment. It aims to provide clarity for school leaders and education providers in how to create a shared vision for how technology can best meet the needs of all learners. The planning website brings together the various supports and resources that have been developed to underpin the Department of Education's Digital Learning Framework and attempts to:

- Help schools and individual teachers to plan how to upskill to realise the potential of digital technologies.
- Provide for internal and external evaluation of how digital technologies are being embedded across all aspects of school life.
- Support planning in areas like literacy, numeracy and STEM which require a cross-curricular focus. As well as supporting other policies e.g. Junior Cycle, Leaving Cert Applied (LCA), Health and Wellbeing, Primary Languages Curriculum, etc.

For more information visit:

www.dlplanning.ie/post-primary

Additional Supports

Additional resources and supports available include online courses, in-school support and face to face seminars and workshops.

PDST Technology in Education online courses on using digital technologies in teaching, learning and assessment are provided via TeacherCPD.ie. Courses include online term-time courses for both primary and post primary teachers as well as summer courses for primary teachers (EPV day approved, free of charge). Please go to TeacherCPD.ie where you will find all of the necessary information regarding access including course schedules, descriptions and enrolment information/links.

www.TeacherCPD.ie

Face to Face Courses

PDST Technology in Education provides term time courses and other continuing professional development opportunities to support the integration of digital technologies in teaching, learning and assessment and to help with Digital Learning Planning in your school.

Face to face courses are delivered through the education centre network. Contact your local education centre for term time face to face course details/bookings.

School-Based Support

Schools are free to apply on the PDST website (www.pdst.ie) for support (including sustained support) from a PDST Digital Technologies Advisor who can visit their school to work with teachers on site.

Best Practice Guidelines

- №.1** This pack provides students with a range of opportunities to use and engage with digital technology. It is advisable to familiarise yourself and make the students aware of the schools Acceptable Use Policy, Anti-Bullying Policy, Child Safeguarding Statement, Code of Behaviour, Smart-Phone Policy and Assessment Policy. Be aware of all the supports available to you and to the students in your school. It is important to be well informed on the school's relevant policies.
- №.2** Teacher preparation is required for each module as many of the activities require and encourage the use of digital technology. It is advisable to check any technology before using it in the classroom.
- №.3** Students are required to complete tasks throughout the programme using a range of digital technologies. It is recommended that students keep a digital record/portfolio of activities using the school VLE or other file storage services (Google Drive, OneDrive, school network, etc.). **Before beginning the programme, it is advisable to set up a class folder where each student can save/record their work.**
- №.4** Module 1 of the programme deals with sensitive issues that can impact on the wellbeing of students in your class. For this reason, it is advisable that teachers have completed the introduction to SPHE two-day course before delivering this programme.
- №.5** Check how students are emotionally, before and after Module 1; Online Wellbeing. This could be done by asking students how they feel about the topic about to be explored, before the lesson and by then asking if their feelings have changed at the end of the lesson. You could also use an ice-breaker game to check how students are emotionally. A simple game involves asking students what the weather is like with them. The students then describe their emotional state through a weather forecast (e.g. "There was a damp and dreary start to the day in Tom Town but things have started to pick up now and we might even get some sun in the evening"). It is important that teachers are aware of the school's child protection policy and that they follow its procedures carefully in cases where students make sensitive disclosures in the SPHE class.
- №.6** Establish ground rules around classroom behaviour and etiquette before attempting to introduce any sensitive topics addressed in this programme. See Appendix 1 for sample ground rules and tips on facilitating respectful and constructive discussions.
- №.7** Know your students well and be aware of any possible issues they may have before teaching each module.
- №.8** Inform your students of the supports available to them and highlight how each support can be accessed. If necessary, arrange for introductions before modules take place. Webwise provide a helpful list of supports and services available here: www.webwise.ie/parents/where-to-find-help
- №.9** Liaise with the guidance counsellor or class tutor before embarking on Module 1 of the programme.
- №.10** Sufficient time should be left for debriefing at the end of the modules. The suggested activities might sometimes take longer than indicated. Feel free to alter and omit activities to ensure that you address the specific needs of your class. **A sample plenary activity is included in Appendix 3 to provide an opportunity for self reflection for students at the end of each module.**
- №.11** Ensure that the core elements of the programme are highlighted to staff and parents.
- №.12** Regularly communicate signposts to support for students if issues relating to any lessons arise.
- №.13** **The programme encourages the use of digital tools and media throughout. Some suggested tools and resources are included within each module.**

Best Practice Guidelines for Students with SEN

- To ensure these modules are accessible to all students it is advisable to consult and collaborate with the SEN department. They may provide advice pertaining to students with SEN in terms of differentiation, thus ensuring that the students can access the material, participate in the modules and benefit from a full understanding. This is essential as students with SEN can be particularly vulnerable.
- №.1** Due consideration should be given to planning for differentiation prior to the modules being delivered. Vocabulary may need to be pre-taught to students with SEN to ensure that there is a full understanding of the content. A vocabulary list of recommended words to aid clarification and accessibility for SEN students is provided and a glossary of key terms (Appendix 4). Worksheets in this resource have been developed to allow for differentiation.
- №.2** Teachers should be familiar with the SPHE guidelines for students with mild general learning disabilities: www.sphe.ie/downloads/pdst_resources/PP_SPHE.pdf. 'SPHE also explores growth, change, and personal and safety issues. This is important to students with mild general learning disabilities, since their inability to cue into social situations can often leave them more vulnerable to abuse and exploitation. The development of personal care skills is fundamental in the presentation of self to others. Much work is required in the area for these students, and careful planning for this section, in the context of RSE and the Stay Safe programme, is recommended'.
- №.3** Consultation with parents of students with SEN may need to occur before the modules take place. If the student has access to an SNA, the role and responsibility of the SNA will need to be very clearly defined.
- №.4** When establishing classroom ground rules with students with SEN, it's a good idea to represent these ground rules visually. Rather than develop a list of rules, it might be best to have students create pictures to show the expected behaviour.

- №.5** It is very important to follow through on how to get help, particularly if students have poor social and communication skills.
- №.6** Teachers of students with mild general learning disabilities may also find the NCCA guidelines for Post-Primary Social, Political and Environmental Education helpful for Module 4. The guidelines are available at: www.ncca.ie/media/2504/pp_spee_cspe.pdf
- №.7** Additional teaching resources recommended to support students individual learning needs should be deployed in accordance with the guidelines provided in the DES Circular No 0014/2017 available at www.sess.ie/documents-and-publications/circulars.

Section Two:

The Connected Resource



Introductory lesson to the Connected Programme

This activity can be used as an introduction to the resource, it will help students get an understanding of how the digital world is connected. It explores how social media platforms and other digital technologies influence and shape what young people do online. Students link ideas about the affordances of media (what they can do with media, its versatility and advantages) to their feelings. This starts them thinking about which aspects of digital cultures they want to enjoy and use more often, or to imagine how they would like them to be.

Key Learning for Students:

To understand how social media platforms and other internet sites are interconnected in a complex, networked system, to consider the implications of these systems, and how they influence people's actions.

Learning Outcomes:

Digital Media Literacy Short Course
Strand 1: My Digital World

- 1.1 Describe how they use digital technologies, communication tools and the internet in their lives

Resources needed:

- Whiteboard
- Post-It notes
- SEN Worksheet: Digital Webs

Methodologies:

Brainstorm, discussion, think-pair-share, group presentation, reflection/application

Embedding digital technologies:

Schools with access to digital devices (e.g. tablets, laptops, phone) can capture students' responses on relevant discussion activities using a variety of web-based tools (e.g. Mentimeter, Flipgrid, etc). It would also be worthwhile asking students to take a screenshot of relevant tasks completed and save this in their own digital portfolio (folder) as a record of their work throughout the course. Students can demonstrate the digital web by developing a mind-map using free mind-mapping tools available online such as Cooogle (www.coogle.it) or Bubbl.us (www.bubbl.us).

Differentiating this lesson:

Dedicated lessons may be needed to explain the concept of a digital web to students with SEN, depending on their needs.

A differentiated worksheet ('a' version) is provided to assist students who may have slow processing or memory difficulties in figuring out the main points. Students with SEN may have difficulty reading aloud, avoid putting pressure on individual students to read aloud.

Introductory Activity: Digital Webs

This activity is owned, and was produced, by the eSafety commissioner who are an Australian Government agency.

Step 1

Explain that this activity will help the class to understand and represent how social media platforms, apps, websites and other digital media are interconnected and networked through both human and technological interactions. Ask students to define the following (or provide definitions):

- social media
- platforms
- apps
- websites
- content

Step 2

Ask students to individually, and quietly, brainstorm the social media platforms, apps and other digital media they are familiar with. Students should write each answer on a different piece of paper or sticky note or for a digital alternative use a real time feedback platform such as Mentimeter (www.mentimeter.com) or Kahoot (www.kahoot.it) to get whole-class feedback on this. Encourage the students to include features of different platforms, e.g. Snapchat includes disappearing media, Snapchat Streaks; Facebook includes Facebook Messenger, private Facebook groups, profile photo albums; Instagram includes the Instagram news feed, stories, direct messaging, etc.

Step 3

In small groups or as one large group, invite students to consider how these different platforms, apps or media are related. For example, Facebook Messenger is a part of the Facebook platform so it is easy to see how they are related; YouTube is owned by Google so they share data and users can log into YouTube using their Google account; and a screenshot from Minecraft (which is owned by Microsoft) might be shared on a gaming Subreddit on the website Reddit or posted with a gaming hashtag on Twitter.

Step 4

Put students in groups of three and instruct them to make a digital web (concept-map) to represent how social media platforms, apps, websites and other digital media are interconnected and networked through both human and technological interactions. There are many free mind-mapping tools available online such as Coogle (www.coggle.it) or Bubbl.us (www.bubbl.us) or Milanote (www.milanote.com). Encourage students to get creative and use images in their digital webs. It can be useful to describe or refer to an image of a food web or food chain ecosystem to help students think about how the relationships between platforms and how there are similarities between their features.

Step 5

Ask the groups to present their digital webs once complete. Some discussion prompts include:

- What is the relationship between these different platforms/sites?
- Which platforms/sites are connected by our actions (e.g. sharing links or content between platforms) and which are connected by technology company design (e.g. advertising on Instagram is the same as Facebook)?
- How does what happens on one platform influence other platforms/sites?
- How can we change the relationships we have represented?
- How might this web change if we only included platforms/sites we use on smartphones? Or only those used with televisions and gaming consoles?
- Why might people like the connections between platforms, apps and sites? Why not?
- Which platforms are less connected to others? Why might this be so?
- How does what we put online move between platforms?

Step 6

Conclude by highlighting how digital media are connected by human actions as well as connected by technological designs that the students may be unable to directly control or manage – such as platform algorithms, advertising crossover, or what appears in a newsfeed. Remind students to save their work into their digital portfolio as a record of their work. Take a photo of the digital web to refer to in later activities.

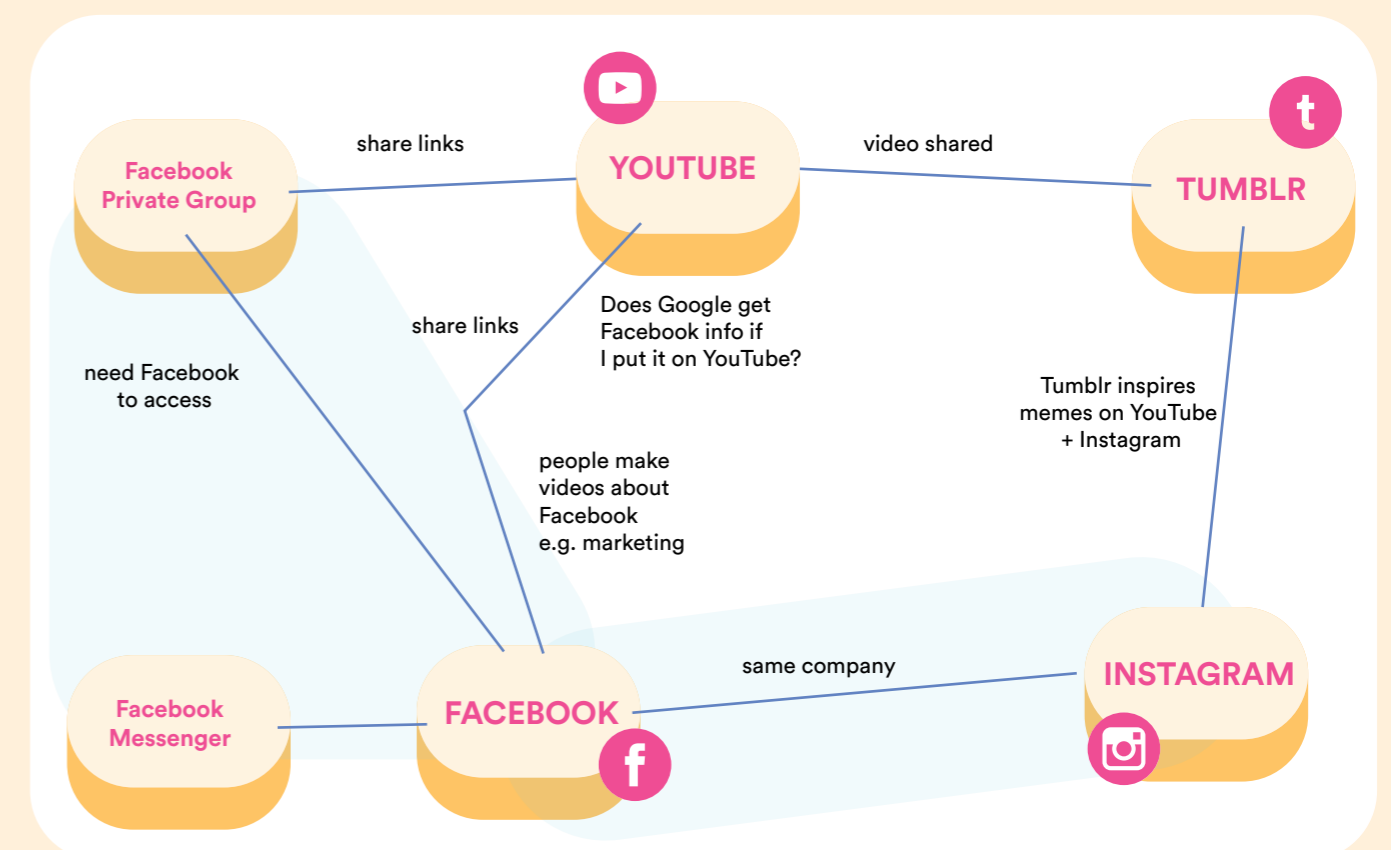
Teacher Note

It is understandable if students are not clear about the differences between apps, platforms, websites and so on. The definitions change over time and depend on the person's position. For example, a teacher might use different terms to describe social media, compared with a computer engineer.

Optional Activity:

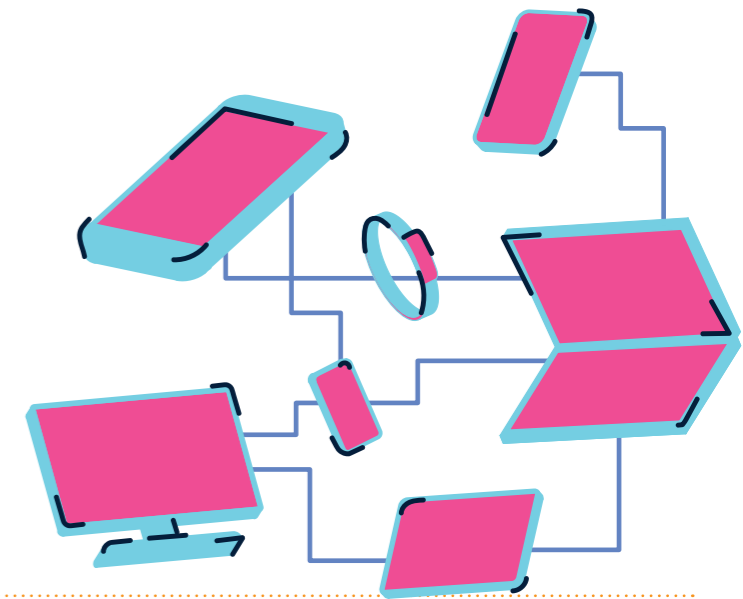
Researcher Tarleton Gillespie has suggested that platforms are the 'custodians of the internet'. He discusses the responsibilities that platforms have, and the responsibilities they ignore as 'stewards of public culture'. To read the article, visit www.wired.com/story/how-social-networks-set-the-limits-of-whatwe-can-say-online, it can be used to consolidate this activity and extend student learning, but may require some support as it includes some terms that may be unfamiliar to students.

Sample digital web drawing



Worksheet A:

Digital Webs: Investigating how social media sites are connected.



1. Match the following terms with the correct definitions below:

For example E = 3

Terms
A. Social media
B. Platforms
C. Apps
D. Websites
E. Content

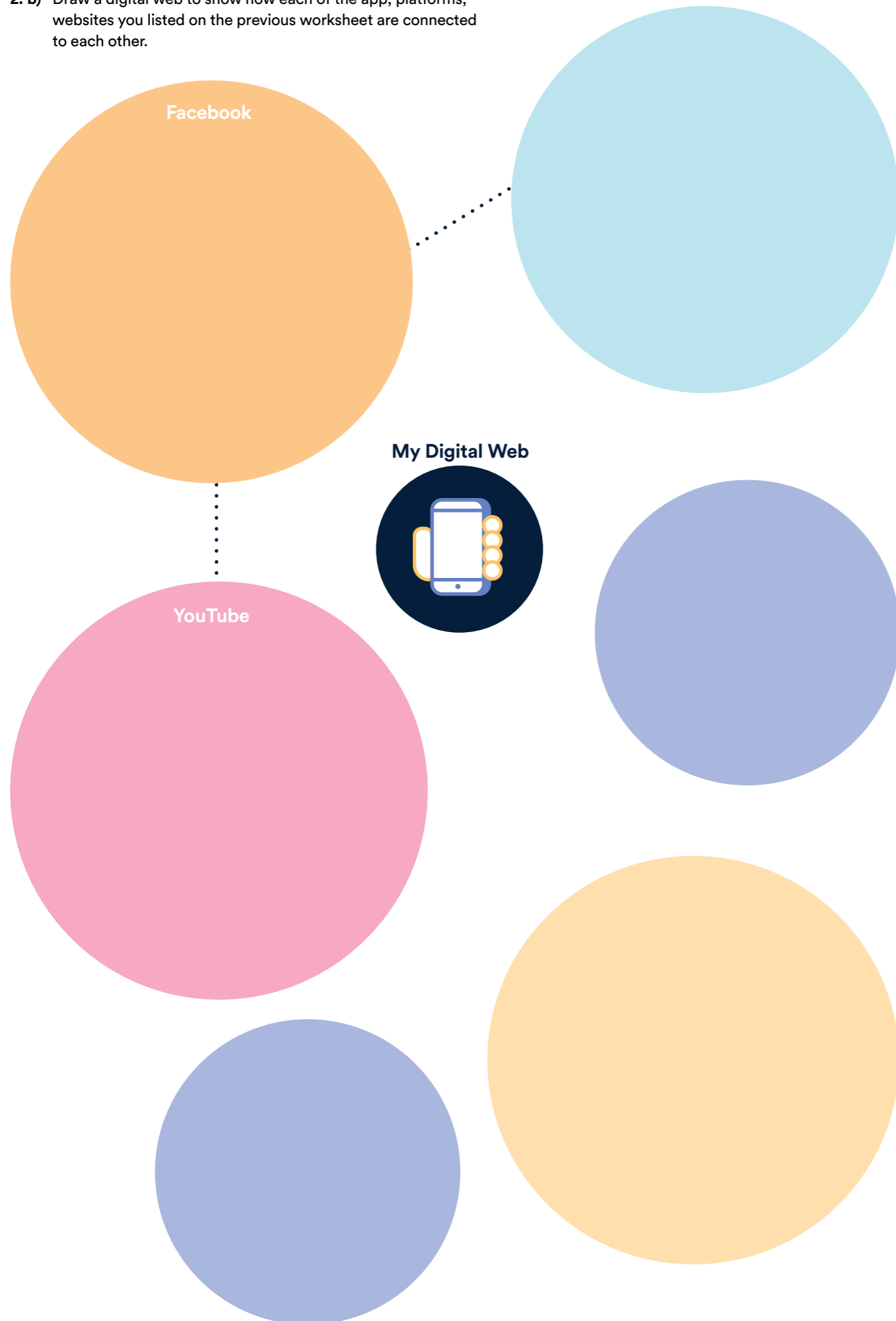
Definitions
1. Refer to software used on smartphones, tablets and other mobile devices. They are usually available through application distribution platforms such as the Apple App Store and Google Play.
2. Are a collection of world wide web pages containing links to each other. They can be created by an individual, government, business or organisation to serve a variety of purposes.
3. Refers to any material on the internet, including text, images, animations, sounds and videos. It is part of the user experience online.
4. In this case refers to a base upon which social media services and technologies are developed including features such as news feeds, friends/followers, ability to message, upload videos/pictures to message.
5. Refers to a variety of websites/applications that allow users to create and share content and communicate with each other online.

Terms	Definition
E	3

2. a) List all the social media platforms, apps, websites and other digital media you are familiar with. Use the table below to find out how they are linked together by how we use them and their relationship with each other.

Name of Social Media Platform	Features/Content	Is it related to any other platforms? How?	Connected by our actions
YouTube	Video-sharing website/app; Users can upload and watch videos	It is owned by Google	YouTube videos are commonly shared on other social media sites
Facebook			

2. b) Draw a digital web to show how each of the app, platforms, websites you listed on the previous worksheet are connected to each other.



Module 1: My Online Wellbeing

Core concept:

This module aims to look at the opportunities and potential challenges young people experience online. Students will explore ways to manage your online wellbeing and build digital resilience. Students will also discuss respectful online communication and will consider appropriate responses to inappropriate, offensive or sensitive material being shared online.

Key Learning for Students:

Students will be able to explore the benefits and potential impact of digital technologies on young people's wellbeing. They will reflect on their digital habits and learn how to manage the role of digital media and social media in particular, in their lives through role play scenarios that deal with relationships and online wellbeing.

Learning Outcomes:

Digital Media Literacy Short Course:
Strand 1: My digital world.

1.5 Discuss their personal safety concerns when using digital technologies, communication tools and the internet

Strand 4: Publishing Myself

4.1 Outline the opportunities and risks presented by young people's use of social networks

Cross curricular links:

SPHE Year 1 Communication Skills:

- be more aware of the need to be sensitive to the opinions of others
- know and understand different types of communication
- be aware of the appropriateness of different types of communication

SPHE Year 3 Personal Safety:

- have a greater awareness of safety-enhancing behaviours
- have a knowledge of help agencies and how to contact them

Resources needed:

- **Four signs:** strongly agree | agree | disagree | strongly disagree
- Worksheets: 1.1, 1.2A, 1.3, 1.3A, 1.4, 1.5, 1.6, 1.7
- Webwise Connected video (available to watch here: www.webwise.ie/connected)
- Digital Resilience Presentation available at: www.webwise.ie/connected
- Reflection worksheet available in Appendix 3 (P.95)

Methodologies:

Discussion, role play, reflection/application, walking debate, video analysis, group work

Embedding digital technologies:

Schools with access to digital devices (e.g. tablets, laptops, phone) can capture students responses on relevant discussion activities using a variety of web-based tools (e.g. school's VLE, Mentimeter, Flipgrid, etc). It would also be worthwhile asking students to take a screenshot of relevant tasks completed and save this in their own digital portfolio (folder) in the schools VLE as a record of their work throughout the course. Mind mapping tools can be used to capture and organize responses. Creative and graphic design tools can be incorporated to create infographics and visual responses to activities.

Activity 1

Connected

Differentiating this module:

Differentiated worksheets ('a' versions) are provided to assist students who may have slow processing or memory difficulties in figuring out the main points. Students with SEN may have difficulty reading aloud, avoid putting pressure on individual students to read aloud. Text to speech tools may be used for activities and worksheets.

Some teenagers with SEN may lack social judgement and find it difficult to comprehend right from wrong or the concept of digital stress and behaviours that cause it. This is particularly pertinent as these students need to develop the awareness and skills to manage their online wellbeing. NCSE provide training in Social Stories:

www.sess.ie/social-stories-28.

Teachers may find the NCCA SPHE Guidelines for students with mild learning disabilities also helpful for Module 1:

www.ncca.ie/en/resources/pp_spee_cspe.

Teacher note:

It is advisable to read the best-practice guidelines before engaging in module delivery. Before leading any of the activities included in this resource, it is important that you have established clear ground rules (Appendix 1) with the class and that students see the Digital Media Literacy class as an open and caring environment. Take the time to outline the supports available to students (both inside and outside of school), should they be affected by any of the issues discussed in class and need to talk to someone.

Additional lessons:

Activity one could be extended into further lessons using The Webwise #UP2US Anti-Bullying kit. Available at www.webwise.ie/up2us-2.

Step 1

Begin with a recap of the introductory activity – how social media platforms are connected online and ask students to consider what the benefits are of being so connected now through our digital devices (e.g. smartphones, laptops, tablets, game consoles, etc.) and digital media (e.g. social media, online games, messenger apps, etc.). Write 'Benefits of being connected' on the whiteboard and use the think, pair, share strategy to gather student feedback on this.

Next, write the rhyme **sticks and stones may break my bones but words will never hurt me** on the whiteboard. Ask students if they have ever heard of this rhyme before and what they think this means. Note responses on the whiteboard. Typical responses will include a call to rise above insults from our peers, that you might be able to hurt me physically but not by insults. This is the ideal response but is it always the case? Can words hurt us sometimes? Should we perhaps see this as a call to be more mindful of how we treat others? Should we understand it as meaning Treat other people with respect.

Play the Connected video (www.webwise.ie/connected) for students.



Step 2

Distribute the one minute paper reflection and instruct students to write their response to the minute paper reflection after watching the video (Some students may need to watch the video again). Then ask students what do they understand the rhyme to mean after watching the Connected video. When getting feedback from students draw from key quotes in the Connected video to prompt discussions on treating other people with respect:

"People say things without thinking, not really understanding how it can affect someone."

"People say stuff sometimes and you just want to explode and just write the worst things ever you know, I guess you get back what you put out into the world."

"We're all so connected but what we do with that connection matters."

Let students discuss this for a moment and then suggest, if no students have, that the sticks and stones rhyme isn't in conflict if we understand it as meaning treat other people with respect: we all want to be treated with respect, but to respect people we sometimes have to understand how they're different from us (such as recognising that what might be considered 'just a bit of fun' might be upsetting and hurtful for others).

Step 3

Instruct students to create a mind map for the word "respect", include what respect means for them and what being treated with respect or respecting people looks like, sounds like, feels like. Make sure to explain that you're talking about respect in terms of how you behave towards people (or they behave towards you), not how you feel about someone. You might gain or lose respect for someone depending on what they do, or things you learn about them, but that everyone deserves to be treated with respect at all times. There are many free mind-mapping tools available online such as Coogle (www.coogle.it) or Bubbl.us (www.bubbl.us).

Worksheet 1.1:

One minute paper reflection



Step 4

Now start a new mind map and ask students to begin with the words “respect online”. Ask students to think about what respect means in an online context, what behaviours do they associate with being treated with a lack of respect online and in various contexts e.g. social media, sharing possibly upsetting or harmful content, messaging, gaming, uploading media of other people (i.e. pictures, videos, audio). Collate student responses on the whiteboard.

Emphasise to students that the Connected film is based on real life experiences and encourages young people to reflect on why their actions matter and the impact it can have on others. It carries an important message to be more mindful in our everyday communications as we shape the internet everyday with our interactions.

Step 5

Explain to students that this module is about empowering them to manage their online wellbeing. Our overall wellbeing is based on the emotional and physical experiences that we have. As technology is a significant part of life, it is also important to recognise the impact it can have on how we feel. This is called our ‘digital or online wellbeing’, and is essentially about being aware of how being online can make us feel, and making sure that we look after ourselves and other people. This can include paying attention to the impact it has on our mental, or physical health, and knowing how to cope with difficult experiences – which is what we will explore in this module.

Homework activity

The Connected film also brings up the issue of dealing with online harassment. Students are to go to the Webwise Connected resource page webwise.ie/connected and create an infographic explaining the types of harassment and 5 tips for how to deal with online harassment. Use the following tools to create an infographic:

Piktochart

www.piktochart.com/formats/infographics

Snappa

www.snappa.com/create/infographics

Canva

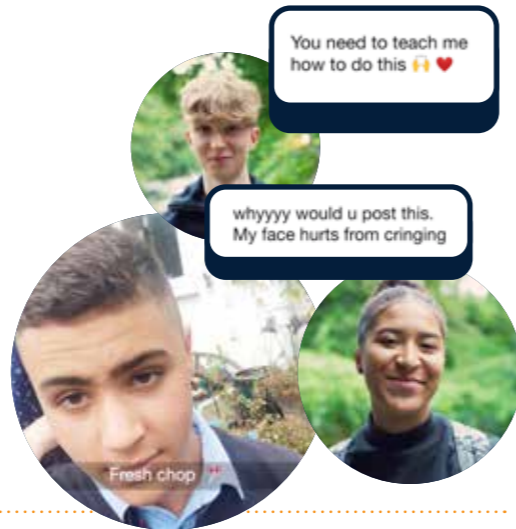
www.canva.com/create/infographics



What is your understanding of the rhyme sticks and stones may break my bones but words will never hurt me after watching the Connected video?

Worksheet 1.2 A:


Respect: Looks like, Sounds like, Feels like




Complete the chart below to help you write a detailed description of the word respect.

Respect

Looks like...



Sounds like...




Feels like...




Complete the chart below to help you write a detailed description of respect online.

Respect Online


Looks like...



Sounds like...



Feels like...



Activity 2

What is Digital Stress?

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Step 1

Write the phrase 'Digital Stress' on the whiteboard and ask students if they have ever heard the phrase digital stress before or what they think it means. Employ the think, pair, share strategy before getting feedback from students on this. Record the students' responses on the whiteboard. Tell students that **digital stress refers to stress we get from using digital devices (e.g. smartphones, laptops, tablets, game consoles) and digital media (e.g. social media, online games, messenger apps).**

Step 2

Distribute the worksheet Digital Stress Reflection and read through it with the class. Reassure students that no one (including you) will see the results – this is a self-reflective activity for the students to complete.

Step 3

Once students have completed the stress reflection, ask them to write their own response to the question of what causes digital stress and the definition of digital stress.

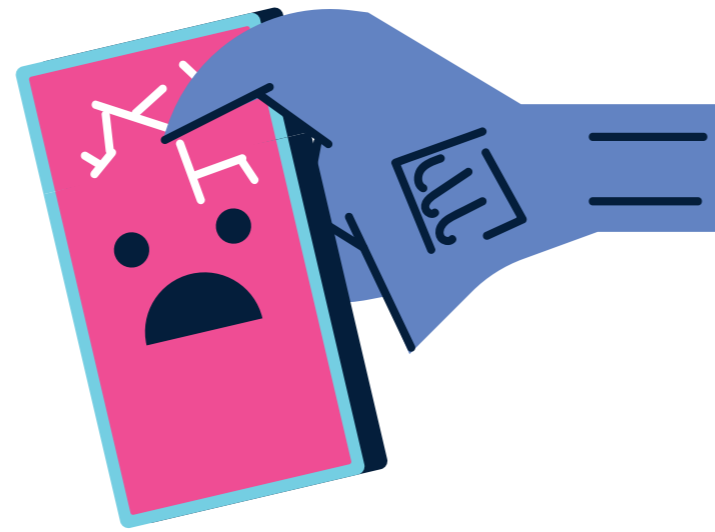
Step 4

Recap by asking students for suggestions on what causes digital stress e.g. mean or harassing comments on social media, impersonation, constantly checking social media for fear of feeling left out, or social media makes you feel like other people are having more fun or living better lives than you.

→ Emphasise that some level of digital stress is to be expected if you use technology and that these lessons will help us to identify and employ strategies to cope with that stress.

Worksheet 1.3

Digital Stress Reflection



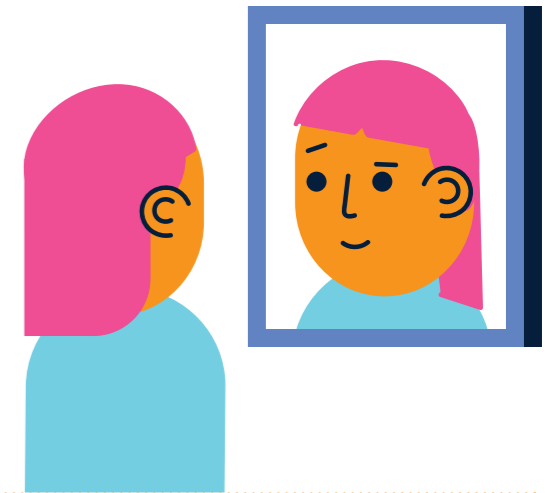
Digital stress means stress that we have from using digital devices (e.g. smartphones, laptops, tablets, game consoles, etc.) and digital media (e.g. social media, online games, messenger apps, etc.).

Read through the statements and tick the box next to each statement that you feel is true of you. Don't worry – you won't have to share your score or your specific responses with anyone.

1. I find it stressful to go a long time (for example during school or class time) without checking my phone/social media/messages.
2. I could not guess how much time I spend playing online games in a week.
3. I have been late to meet my friends or family because I was checking social media, chatting online or playing games.
4. I have been late for school/class because I was checking social media, chatting online or playing games.
5. I have thought that I heard or felt a notification (new post, like, reply, message, etc.) from my phone that wasn't really there.
6. I often play games or check my social media when my parents think I am asleep.
7. I keep track of how many photos or posts I am tagged in.
8. I have taken down a post because it didn't get enough likes.

9. I have checked what other people are posting about an event (a concert, a sports event, etc.) during that event.
10. I have missed out on enjoying things because I was busy documenting them (taking pictures, uploading videos, posting about them, etc).
11. I worry about missing out on my friends' inside jokes if I don't check my social media.
12. I sometimes think my friends post things just to make me feel jealous or left out.
13. I feel like I should only post things that are positive and make me look like I'm happy.
14. I make sure to post to my social networks whenever something good happens to me.
15. I have asked my friends to take down photos of me because I don't think I look good in them.

Reflection

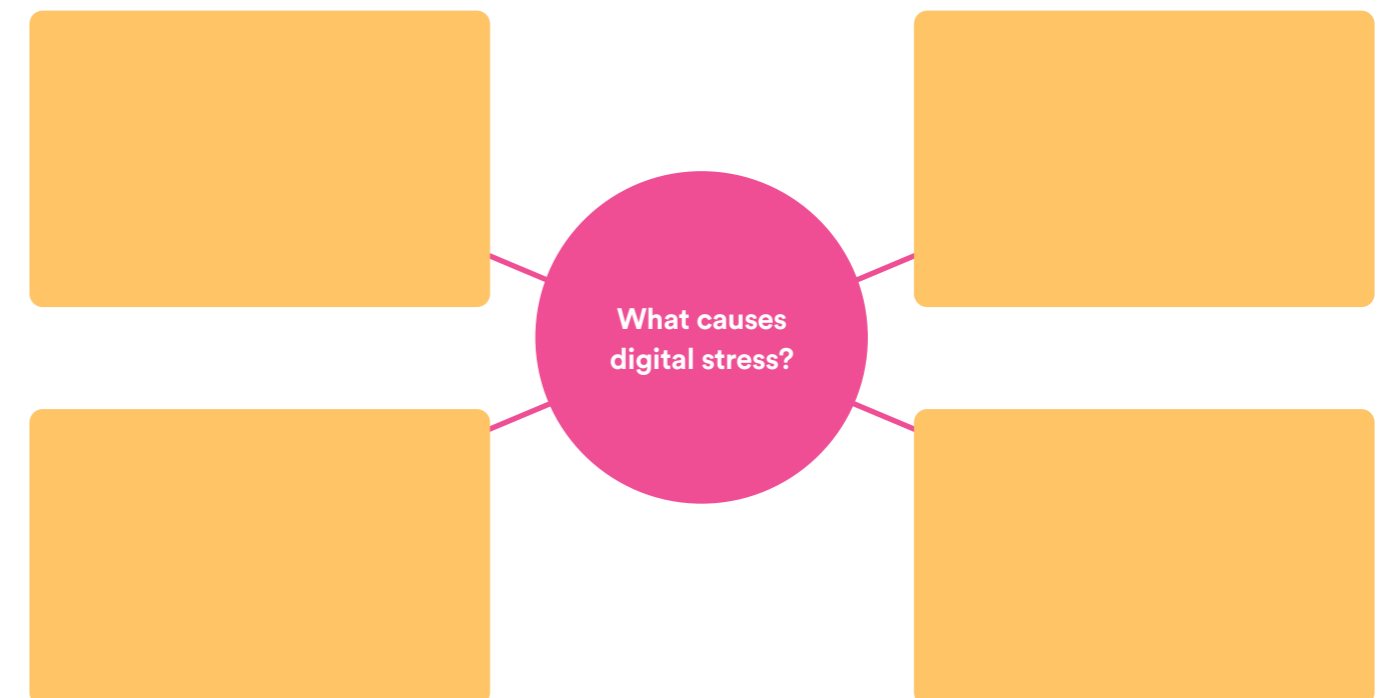


Now that you have finished, take a moment now to quietly consider your responses. These statements are provided to give you an understanding of potential causes of digital stress. If you have marked any of these statements it could be useful to reflect on your current digital practices and which of the responses could be identified as cause of digital stress for you.

Answer the following questions below.

No.1 Complete the sentence: 'Digital stress is...'

No.2 Create a mindmap to consider all the causes of digital stress. See sample below.



Activity 3

Friendship and Online Wellbeing

This activity is owned, and was produced, by the eSafety commissioner who are an Australian Government agency. It has been adapted here for the Irish context.

Step 1

Explain that we will be identifying and exploring the invisible, or taken-for-granted, social norms and rules related to our digital cultures. Tell the students that we are going to find out if a 'rule book' exists for social media and gaming.

Step 2

Place four cards in each corner of the classroom (strongly agree, agree, disagree, strongly disagree), and explain to students that you're going to read out a list of statements and they need to move to the card that most accurately reflects their view.

Step 3

Select between 3 or 4 statements from the handout list.

Step 4

Hopefully, after each statement is read you have four groups gathered in different corners of the classroom. Appoint one student in each corner to be the note taker, and give students 5-10 minutes to discuss with the other students in their corner the reasons they strongly agree, agree, disagree, or strongly disagree.

Step 5

At the end of the discussion period, ask one student from each group to share with the class some of the ideas they discussed in their group. Once each group has made its case you can allow students to question each other's examples and ideas. Before beginning the discussion, remind students about norms for having a respectful, open discussion of ideas. Following this, if some students feel like their opinion has changed, give them an opportunity to change corner. Repeat this process for 2 other statements.

Step 6

Then, organise students into small groups of 2 or 3 and ask them to come up with 1 or 2 examples of their own norm statements and facilitate a discussion around these statements.

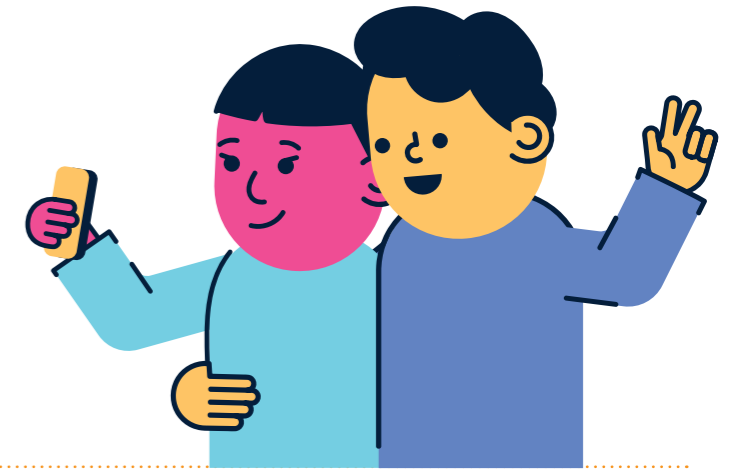
Step 7

At the end of the activity, ask students reflection questions such as:

- Are there invisible or unspoken rules on how to behave and what to do on social media? What are they? How do you know these rules?
- Are there particular platforms, games or devices where it feels like there are more rules? Less rules?
- How do you know you've violated a social norm or unspoken rule?
- What happens if you break or challenge a social norm?
- Why do social norms exist within friendship groups, families and/or communities in the first place?

Worksheet 1.4:

Friendship and Online Wellbeing Statements



1

When dating or in a relationship, it is important to send a partner at least two messages, images, comments or Snapchats a day to show that you care about them.

2

Likes or following means that I like or agree with the content.

3

If you are online, you have a responsibility to reply to messages from friends as soon as you can.

4

If you're best friends with someone, you trust them and sharing a password to your gaming console account, social media account or email is no big deal.

5

If you post something online you have to be prepared to get negative comments if people disagree.

6

It is easier to be authentic and 'be yourself' online than at school.

7

Posting too much on one platform in a short period of time means that the person wants attention.

8

It's okay to take a picture or video of someone you don't know and post it on social media without their consent.

Activity 4

Digital Resilience

This activity is part of the Digital Resilience Lesson Pack owned and produced by Childnet, part of the UK Safer Internet Centre.

Step 1

Introduce to students that they will be looking at the idea of resilience and what that means. Begin by showing students the Digital Resilience Presentation or even bring in the 3 different types of balls for students to look at and feel them. Explain to students that they will do this by comparing 3 different types of balls – a foam ball, a ping pong ball and a rubber ball. Ask the students to decide which ball they think is the most resilient and ask for an explanation for their choice.

Step 2

Put students into pairs and tell them to discuss each ball and decide which they agree is the most resilient and write down their reasons why. Prompts for the students to consider are:

- Is the rubber ball resilient or just solid?
- What happens to a ping pong ball if it gets a dent or crack in it?
- Which ball can recover most?
- Which ball best represents us as human beings?

Step 3

Get feedback from students on which ball they think is the most resilient out of the 3. Sample answers may include: the rubber ball is the most resilient because it just keeps bouncing, the ping pong ball is not very resilient because you cannot fix them if they crack or dent, and the foam ball is not very resilient because it can be broken up. Discuss with students what resilience means to them.

Click on slide 2 to clarify that resilience is not just the ability to bend and take knocks at times, but also being able to adapt and recover. Ask them if this has changed their opinion on which ball is the most resilient. Students to take note of this slide.

Step 4

Click on slide 3 read through the definition of digital resilience, students should also take note of this definition. Explain to students that they have identified different types of digital stress we face, and will now look at how having digital resilience can help us deal with it effectively. When we go online it can be like a ball being bounced around, most of the time it is great fun, but there are bound to be some bumps along the way.

Step 5

On slide 4 next, ask the students – “So ...how do you become more digitally resilient?” Explain that a mental health charity called Mind have put forward 4 approaches to becoming more resilient (the 4 approaches include – build a support network, give yourself a break, make some lifestyle changes and look after your physical health) and that these will help the students with their ideas. Introduce the digital resilience toolbox and explain that the class are going to fill this up with ideas.

Step 6

Hand out the worksheet to pairs and set the group a time limit of 5 minutes and a target of 30 ideas per pair. Change this if you wish. Answers they may come up with are; call a friend, listen to music, take a break from social media, do something you really enjoy... After 5 minutes invite pairs to share their ideas until every pair has lots of different ideas.

Digital Resilience Presentation

Slide 1

What is resilience?

Which ball do you think is the most resilient?

- A rubber ball?
- A foam ball?
- A ping pong ball?

Slide 2

Resilience is not about trying to be ‘so tough’ that nothing impacts us. Resilience is not about putting up with things.

Resilience is the ability to recover from setbacks. It is ok to feel sad, angry, happy, worried...it is how we respond and adapt that is key.

Slide 3

Definition of digital resilience

Digital resilience is the ability to bounce back from difficult times online over time.

Slide 4

So ...how do you become more digitally resilient?

- No.1** build a support network
- No.2** give yourself a break
- No.3** make some lifestyle changes
- No.4** look after your physical health

We will explore how to do this now...

Slide 5

Create a Digital Resilience Toolbox.

Work together to fill up your digital resilience toolbox with as many ideas as you can.

Possible answers include: Celebrate your successes, Call a friend, Do something you really enjoy

Worksheet 1.5:

Digital Resilience Tool Box



Create a digital resilience toolbox

So... how do you become more digitally resilient?

Work together to fill up your digital resilience toolbox with as many ideas as you can.

Suggestion:
Build a support network

Activity 5

Managing Your Online Wellbeing

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Step 1

Recap with students how you discussed in the previous activity that some of the digital stress we experience is not just about the devices, platforms or apps we use (and their endless notifications). Stress and worry can also come from wanting to stay up to date and connected with friends. Some young people find it challenging to balance being part of a group and sticking to what is important to them. This can make them feel insecure, vulnerable or stressed, especially if they are not sure about what their friends and other people think.

Step 2

Inform students that this exercise is a version of the improv game “Freeze”. They will be put into groups and given scenarios in which one or more of them will be acting out, while the rest of their group will be “resilience champions” who can freeze or rewind the action with the aim of suggesting strategies to help deal with the issues the characters are facing and become more digitally resilient. Encourage students to start each suggestion with ‘try..’, i.e. Try meeting your friend face to face to explain that the picture was from a different weekend.

Allow students time to practise their scenario and devise effective strategies before acting them out for the class. Remind students of ground rules (Appendix 1) agreed at the start of the programme paying particular attention to rule 12.

Step 3

After the scenarios and digital resilience strategies have been enacted distribute the Managing Your Online Wellbeing handout and go through it with the class. Wherever possible, draw connections back to the scenarios and the Digital Stress Reflection.

Step 4

For homework, ask students to create their own digital poster using a tool such as Canva (www.canva.com) to represent the tips discussed on the worksheet, Managing Your Online Wellbeing.

Safer Internet Day extension activity

Divide students into groups of three and ask them to present tips on managing your online wellbeing to another class e.g. first year students. This is a great example of an activity to promote better, safer use of the internet for Safer Internet Day. Webwise would love to hear it! Send it to us via Twitter, Facebook or Instagram and your school could win prizes!

Visit www.webwise.ie/saferinternetday to find out more ideas.



Worksheet 1.6: Friendship Dilemmas

Scenario One

A couple you know from school is going through a bad breakup. Both are your good friends. You read a post on social media that is slugging one of them.

Scenario Two

A friend you know from school messages you privately and tells you they are annoyed because you don't seem to reply to messages or comments on their posts regularly. They don't want you as a friend anymore.

Scenario Three

You told a friend that you weren't feeling too well and didn't want to meet up with them on the weekend. On Saturday, your cousin tags you in a public photo on their profile. In the photo, you're at the shops, both laughing.

Scenario Four

You are out walking with a friend and come across a bad accident with the public, fire brigade and an ambulance at the scene. Your friend suggests crossing the street for a better view and starts taking pictures and videos of the accident uploading it to their social media. You feel uncomfortable with this as it looks like a bad accident and think this is out of order as someone could be seriously injured in this accident or worse.

Scenario Five

You discovered a friend is into a political community that doesn't fit your values and beliefs. You find some of what they're saying makes you feel really uncomfortable and you want to 'ghost' them – cut off all contact without saying anything to them.

Scenario Six

You and your best friend both go on holidays for the summer. Your holiday is fun, but when you check your friend's feed it seems like he/she's always having an amazing time and getting far more likes and comments than your posts about your trip, and you can't help feeling jealous.

Scenario Seven

Two of you are going to a big new movie on opening night. One of you gets annoyed with the other because he/she keeps texting other friends who are seeing the movie and checking the movie's hashtag on social media to see what other people are posting about it.

Worksheet 1.7: Managing Your Online Wellbeing



There are three main ways of managing your online wellbeing. The first is recognising it's important to make time for rest and reflection so that you have a healthy balance of activities in your life on and offline. The second is through changing your habits and attitudes to make the most of your time online. Finally, by being mindful of your time management: if your time is better organised, your online life won't get in the way of other things you need to do.

Making Time for Rest and Reflection

- Turn off your notifications. You can't relax when your phone is always pinging or buzzing, or even when you're expecting it to.
- Play a game of "phone stack" with your friends: when you're hanging out together, everyone puts their phones (or any other digital device) in a pile. Whoever can last longest without picking theirs up wins!
- Log out of all your social networks, turn off wi-fi or turn off your phone at bedtime and you'll be better rested for it.
- Schedule screen free times. Research has shown that even ten minutes of doing things like going for a walk, exercising, or spending time with a friend – can do a lot to relieve stress.
- Take an occasional break from social media and digital devices. If that sounds hard for you, start with one day a month and try to work up to one day a week or more.

Changing Habits and Attitudes

- Don't compare yourself to people you see online – including your friends. Remember everyone is trying to look like they are living their best life!
- Be in the moment. When you're doing something fun, enjoy it. Don't worry about getting pictures of it or worrying about what other people will think of it.
- Accept that you can't be there for everything – even virtually. Trying to keep tabs on everything will just stress you out.
- Don't take it personally. Odds are, your friends aren't posting things to make you jealous: they're trying to make themselves and their lives look good, just like you.

Time Management

- You can't do everything. Think about the things that are most important to you (School? Family? Hobbies? Work?) and make sure to put those first.
- Make a to-do list of things you need to do and use a planner to keep track of them.
- Put an alarm on when playing games online to show you how long you have been playing for and to take a break from the screen. This will ensure you don't lose track of time playing games.
- Decide ahead of time when you're going to check social media. Do it at specific times (every half hour, for example, or when you've finished a specific task) rather than whenever you feel like it.

Module 2:

News, Information and Problems of False Information

Core concept:

This module examines the responsible and ethical use of media and explores different types of misinformation. It aims to develop the critical thinking skills necessary to enable students to distinguish between false information and accurate and reliable information. Students will explore how to evaluate information online and recognise bias and prejudice online.

Key Learning for Students:

Students will be able to determine reliable sources of information online and recognise bias and prejudice online. Students will analyse the problems and potential consequences associated with the spread of false information. Students will identify and evaluate ways to avoid false information in social and academic settings.

Learning Outcomes:

Digital Media Literacy Short Course:
Strand 2: Following my interests online.

- 2.1 analyse the characteristics of digital media texts which make them different from analogue media texts
- 2.2 demonstrate how digital media texts are published on the internet
- 2.4 compare information from various sources in order to evaluate its reliability, validity, accuracy, authority, and timeliness

Cross curricular links:

SPHE Year 2 Influences and Decisions:

- have further developed their decision-making skills and be aware of the need for reflection during the decision-making process

SPHE Year 3 Communication Skills:

- have further developed their communication skills
- appreciate that criticism can be helpful

Resources needed:

- Worksheets: 2.1, 2.1A, 2.2, 2.3, 2.4, 2.5
- Ted Talk: Fake videos of real people and how to spot them
www.ted.com/talks/supasorn_suwajanakorn_fake_videos_of_real_people_and_how_to_spot_them#t-24201
- BBC News – Fake Obama created using AI tool:
www.youtube.com/watch?v=AmUC4m6w1wo
- Webwise: What is false information video available at:
www.webwise.ie/connected
- Reflection worksheet available in Appendix 3 (P.95)

Methodologies:

Inquiry-based learning, establishing key words and key messages, discussion, group work, brainstorming, video analysis, reading comprehension

Differentiating this module:

Depending on the nature of the student's needs, there may be a need to have dedicated lessons prior to this lesson to decode and demystify the complex language surrounding the topic. Some students may find it difficult to access language such as 'false information, deep fakes and filter bubbles'. A vocabulary list of recommended words is provided for this activity to complete for students with SEN. The purpose of this is to unpack the key concepts of the lesson thus making the language more accessible. It is advised that vocabulary is evaluated post-teaching to reinforce students' learning.

Differentiated worksheets ('a' versions) are provided to assist students who may have slow processing or memory difficulties in figuring out the main points. Students with SEN may have difficulty reading aloud, avoid putting pressure on individual students to read aloud. Text to speech tools may be used for activities and worksheets.

Some students with general learning disabilities may struggle to access the explainer animation due to the language and/or abstract nature. To enable these students to access the animation, provide an introduction to the animation, explaining the context and topic addressed. Subtitles are also available on the video.

Embedding digital technologies:

Schools with access to digital devices (e.g. tablets, laptops, phone) can capture students' responses on relevant discussion activities using a variety of web-based tools (e.g. school's VLE, Mentimeter, Flipgrid, etc). It would also be worthwhile asking students to take a screenshot of relevant tasks completed and save this in their own digital portfolio (folder) in the schools VLE as a record of their work throughout the course. Mind mapping tools can be used to capture and organize responses. Creative and graphic design tools can be incorporated to create infographics and visual responses to activities or create news stories using web publishing tools.

Teacher note:

When introducing the topic; students may be more familiar with the term 'fake news'. If possible, **it is advised to avoid the term 'fake news', or at least limit its use as the term 'fake news' is closely associated with politics, and this association can unhelpfully narrow the focus of the issue.** The term 'false information' is preferable as it can refer to a diverse range of disinformation covering topics such as health, environmental and economics across all platforms and genres, while 'fake news' is more narrowly understood as political news stories.

Activity 1

What is False Information?

Step 1

Begin by asking students how many of them have heard of the terms “fake news” or “false information.” Ask them to brainstorm words they think of or associate with the term ‘fake news’ or ‘false information’. To incorporate digital technology, use Mentimeter or Kahoot to capture students responses.

Next, instruct students to share their brainstorm in pairs before having a whole class discussion and getting feedback on student’s brainstorms. Tell students that when discussing false information you are actually discussing/ describing information – news, stories or hoaxes created to misinform or deceive readers. Write this definition of false information on the whiteboard for students to take note of:

→ **False information:**

Information, stories or hoaxes created to deliberately misinform or deceive readers/viewers/listeners. The story itself might be fabricated, with no verifiable facts, sources or quotes or some elements or facts might be accurate but presented in a false or misleading way.

Explain to students the term ‘fake news’ is now closely associated with politics, and this association can unhelpfully narrow the focus of the issue. The term ‘false information’ is preferable as it can refer to a diverse range of disinformation covering topics such as health, environmental and economics across all platforms and genres, while ‘fake news’ is more narrowly understood as political news stories.

Step 2

Next, tell students that you are going to show them a video that goes through what fake news and false information is and how to identify it online, and they will answer questions based on the information discussed. Distribute and go through the What is false information? worksheet before showing the video to students, tell them they will have plenty of time to answer the questions after the video and that while the video is playing they are to give their full attention to it.

Step 3

Play the Webwise What is false information video for students and then instruct them to answer the questions on the accompanying worksheet. Play the video again if necessary before instructing students to answer the questions.

Step 4

Go through students answers, reinforce to them that false information can originate from many sources, but can also come to us in many different ways, including from sources we trust: many people have seen false information shared online by friends and family, and sometimes legitimate news sources fail to double-check facts or make honest mistakes.

Optional Activity:

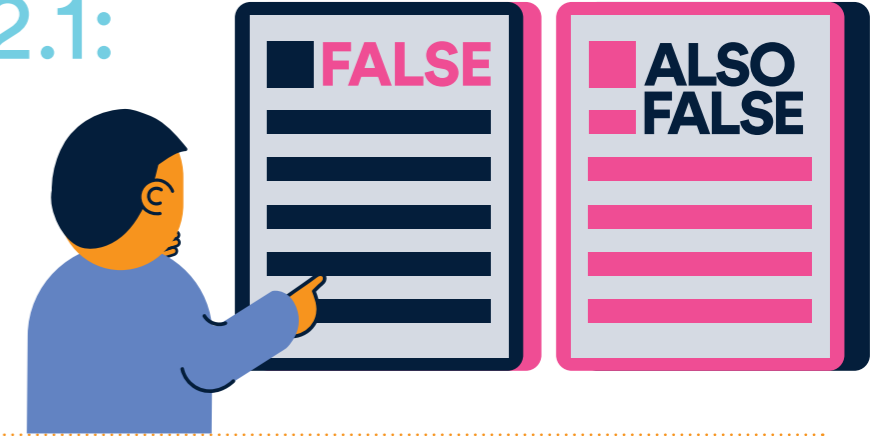
Ask students to play the BBC iReporter game as part of the lesson or as homework following the lesson. Please note the game cannot be saved so students will need to try and complete in one go if they want to reach the end. To access the game simply search online for the BBC iReporter Game.

About iReporter

The iReporter game gives students the opportunity to carry out basic checks and question which sources are trusted. Students will get an understanding of the benefits and pitfalls around using social media sources, both as individuals and as journalists and news organisations.

Worksheet 2.1:

What is False Information?



1. Explain what is meant by the term ‘false information’?

2. Where can ‘false information’ come from?

3. Identify three reasons why you think people share false information?

4. List three ways you can check if something you encounter online is false?

5. What impact do you think false information can have on people?

Worksheet 2.1:

What is False Information?

6. Match the types of false information with the correct description:

Definitions of false information	
1.	Information written, produced or presented in a way might be factually correct but suggests or infers a particular meaning or view that is not necessarily impartial or balanced.
2.	Sometimes reporters or journalists may publish a story without checking all of the facts which can mislead audiences.
3.	Refers to the headlines used in articles and video titles you see on the internet. These headlines are designed to get you, the reader, to click on the link and visit the website or watch or subscribe to the video channel. The headline may not reflect the contents of the article.
4.	Stories that are created to deliberately mislead audiences, promote a biased point of view or particular political cause or agenda.
5.	Lots of websites and social media accounts publish false news stories for entertainment and parody. For example; The Onion, Waterford Whispers, The Daily Mash, etc.

Types of false information				
A. Clickbait	B. Propaganda	C. Satire	D. Sloppy journalism	E. Biased/ slanted news

Match the numbers to the letters below:

A =	B =	C =	D =	E =
-----	-----	-----	-----	-----

Worksheet 2.1 A:

Vocabulary list – False Information



The following contains key concepts for Module 2: News, Information and Problems of False Information. The first box has been filled in to provide examples of words associated with each to help understand their meaning.

Step 1

Use the word bank provided to complete each row with two more words which you think could also be associated with each key concept.

Step 2

Use online tools to research the concepts, and include one additional keyword that you have found yourself.

Words related to:

Bias:	Keyword 1	Keyword 2	Additional Keyword
Favouritism			
Propaganda	Keyword 1	Keyword 2	Additional Keyword
Brainwashing			
Satire	Keyword 1	Keyword 2	Additional Keyword
Irony			
False	Keyword 1	Keyword 2	Additional Keyword
Fake			
Influence	Keyword 1	Keyword 2	Additional Keyword
Pressure			

Word Bank

Sway	Spin	Preference
Promotion	Spoof	Misleading
Dishonest	Sarcasm	
Narrow Minded	Pull	

Activity 2

Checking the Story

Step 1

Explain to students that because today we often get our information from many different sources, what's often most important is getting more context about a story. Inform students that they will be looking at how to distinguish from false information stories. Before beginning the activity distribute and read through the Reliable versus false- how to spot false information online worksheet with students (Worksheet 2.2). Students are to use the worksheet to help them find reliable and false stories. You can also encourage students to use the 5 Ws (who, what when where, why) and a How to identify false information online.

Step 2

Instruct students to first individually research and find two reliable articles or pieces of information (e.g. picture, tweet or post) and one false article. Students can find a complete false article, create one from scratch, or adapt/change a reliable story to make it false. Advise them to keep track of the original source should they find or alter a published story. Also, to make sure that the two articles are roughly equal in length, and avoid using outrageously false articles such as 'Elephant escapes zoo and flees to Grafton st.' or being too subtle such as only changing the date or name of city.

→ Note, scaffolding may be required for students depending on student's ability – provide a list of recent new stories that are clearly false information/misinformation and a satirical news sites such as Waterford Whispers (www.waterfordwhispersnews.com) or The Onion (www.theonion.com) as well as fact checking websites to verify if news articles they have found are false information such as: Snopes (www.snopes.com), Perspecs (www.perspecsnews.com) and The Perspective (www.theperspective.com).

Step 3

Students will then be put into pairs and take turns in presenting the three news stories (2 real and 1 false) to their partner. After the six articles are read, both students have ten minutes to research and decide which article they believe to be the false article.

Step 4

After five minutes is up the students take turns in saying which one of their partners three stories they think is misleading/false and why. The students presenting the articles then say which of the articles was false information. In small groups or pairs, students can earn "discernment points" for giving their justification correctly. Discernment is defined as the ability to judge well. Using this word allows you to really dive deep into how we identify truths. This also avoids students just guessing at the answer.

Important Information

Finally, remind students that the internet and social media have made it very easy for anyone to publish content on a website, blog or social media profile and potentially reach large audiences. With so many people now getting news from social media sites, many content creators/publishers have used this to their advantage.

False information can be a profitable business, generating large sums of advertising revenue for publishers who create and publish stories that go viral. The more clicks a story gets, the more money online publishers make through advertising revenue and for many publishers social media is an ideal platform to share content and drive web traffic.

Worksheet 2.2:

Reliable versus False – How to spot false information online



There are a number of things to watch out for when evaluating content online.



1. Check the source

Check the source of the story, do you recognise the website? Is it a credible/reliable source? If you are unfamiliar with the site, look in the about section or find out more information about the author, date, time, URL.



2. Look beyond the headline

Check the entire article. To grab attention, false information often uses sensationalist or shocking clickbait headlines – sometimes all caps and using exclamation points. False information can also contain incorrect dates or altered timelines. It is also a good idea to check when the article was published, is it current or an old news story? It's also a good idea to see if the information is attributed to an author, or if quotes are attributed to real people or unnamed sources.



3. Check other sources

Probably the most reliable way to 'fact-check' information is to cross-reference it with other sources. Ask yourself whether other reputable news/media outlets are reporting on the story. Check whether there any sources in the story. If so, check that they are reliable or if they even exist! Try to find the earliest and most local source for the story.



4. Is it fact or opinion?

The language used in the piece might help you identify whether something is written as fact (something that is proven to be true) or opinion (someone's personal belief). For example factual statements might include words such as "The annual report confirms... Scientists have recently discovered... According to the results of the tests... The investigation demonstrated..."

Whereas opinion pieces might use statements such as "He claimed that... It is the officer's view that... Many scientists suspect that... I believe..." or could pose questions such as "Could this really be possible ...?". Remember, you are entitled to your own opinion but not your own facts.



5. Check your biases

Are your own views or beliefs affecting your judgement of a news feature or report? We are even more likely to accept or ignore things depending on whether or not they support what we already believe.



6. Is it a joke?

Satirical sites like Waterford Whispers are popular online and sometimes it is not always clear whether a story is just a joke or parody... Check the website, is it known for satire or creating funny stories or is the social media account marked as a 'parody' account?



7. Check a fact-checking site

Sites like Snopes: www.snopes.com; PolitiFact: politifact.com; Fact Check: factcheck.org can be a great shortcut to find out if a story has already been debunked – or if a too-good-to-be-true story really was true after all.

For pictures, you can do a reverse search for images at TinEye (www.tineye.com) or Google Reverse Image Search (www.images.google.com). This will tell you where else the picture has appeared, and also show you similar pictures (which is a good way to find out if it has been photoshopped).

Then before you believe it or share it:

Check your own instincts – does it seem likely to be true, is it accurate and helpful, is it fair to share?

Visit Be Media Smart for more information: www.bemediasmart.ie

Activity 3

Images, Deepfakes and Visual Deception

Step 1

Begin by recapping the top tips discussed on how to spot false information online worksheet with students. Ask students if they or someone they know have ever fallen for or shared a false or inaccurate image/video of some kind? Ask students what does it matter if we can't tell real or reliable from false or misleading information online? Remind them that viral images or videos that are misleading or not real are just as harmful as articles containing false information – think about when a natural disaster or terrorist attack happens, social media is flooded with footage apparently showing the scene on the ground. Or the influence of these images on how people think or what they believe. An image says a thousand words so it is important that students can identify images/videos which are false.

Step 2

Instruct students to find some images from a big event that has happened in the news. It could be a celebrity event, a major news story, a disaster like an earthquake or flood.

- Take a close look at the images on several different sites. Include some reputable news agencies, and some social media and online sites. Are any of the images repeated?
- Try searching to see if the image has been used anywhere else before? Where was it used? And when? You can do a reverse search for images at TinEye (www.tineye.com) or Google Reverse Image Search (www.images.google.com). This will tell you where else the picture has appeared, and also show you similar pictures (which is a good way to find out if it has been photoshopped).
- Now write another very different caption to go with the photo that completely changes the meaning of the photo.

Take feedback from students on what images they found and if any were incorrectly credited to a news story. Are there any other examples of that happening with the photo?

Step 3

Next, ask students to consider the potential consequences if an image or video is doctored or altered so well that it can be hard to tell if it is authentic. Show students a deepfakes clip, to show the potential of this technology. There are a number of clips you can show students as an example of a deepfake – some useful recommendations include:

- No.1** BBC News – Fake Obama created using AI video tool: www.youtube.com/watch?v=AmUC4m6w1wo. Researchers at the University of Washington have produced a photorealistic former US President Barack Obama. Their technique allows them to put any words into their synthetic Barack Obama's mouth.
- No.2** The Ted Talk Fake videos of real people and how to spot them is also a good overview of deepfake technology: www.ted.com/talks/supasorn_suwajanakorn_fake_videos_of_real_people_and_how_to_spot_them#t-24201.

Step 4

Ask students if they have ever heard of the term deepfakes before or if they have seen any similar doctored videos? Distribute and go through the Deepfakes Explained worksheet with students.

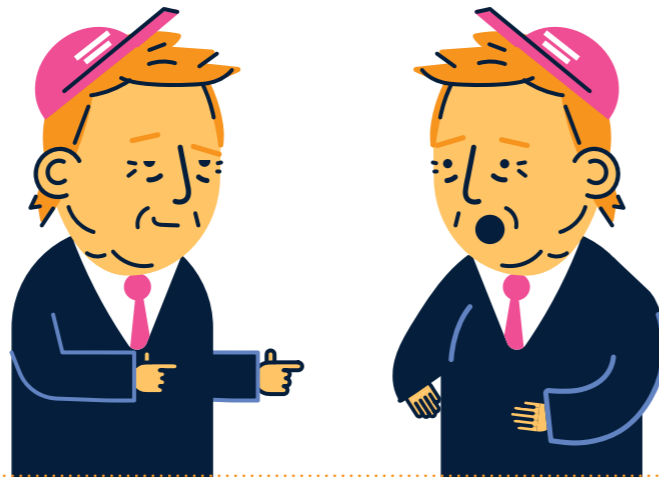
Step 5

In groups of 3 ask students to review the tips sheets they have been given on spotting false information and generate 2 additional tips, not listed on the worksheet, of what they might look out for if an image or video is false information. Next, employ the Diamond 9 collaborative strategy to help students prioritise key points. Instruct students to place the most important tips towards the top of the 'diamond' and the least important towards the bottom. Groups must agree on the placement on top tip placement and be able to explain their reasoning.

Step 6

Once complete give students a moment to move around the classroom looking at the other groups Diamond 9 before asking for feedback – pick one or two groups to explain their ranking and reasoning.

Worksheet 2.3: Deepfakes Explained



What are Deepfakes?

Deepfakes are fake videos created using digital software, machine learning and face swapping. Deepfakes are computer-created artificial videos in which images are combined to create new footage that depicts events, statements or action that never actually happened. The results can be quite convincing. Deep fakes differ from other forms of false information by being very difficult to identify as false.

How does it work?

The basic concept behind the technology is facial recognition, users of Snapchat will be familiar with the face swap or filters functions which apply transformations or augment your facial features. Deep Fakes are similar but much more realistic.

Fake videos can be created using a machine learning technique called a “generative adversarial network” or GAN. For example a GAN can look at thousands of photos of Beyonce and produce a new image that approximates those photos without being an exact copy of any one of the photos. GAN can be used to generate new audio from existing audio, or new text from existing text – it is a multi-use technology. The technology used to create deepfakes is programmed to map faces according to “landmark” points. These are features like the corners of your eyes and mouth, your nostrils, and the contour of your jawline.

How to spot deepfakes

Like all types of information we encounter online the most important thing we can do when deciding if videos or images online are authentic and real is to be critical.

We need to use critical thinking and ask ourselves key questions such as:

- Who and why is someone sharing this video?
- Who or what is the original source?
- Is the person in the video saying something you'd never expect them to say?
- Does the video advance someone else's agenda? Who benefits from this video?

When seeing is no longer believing

While the technology used to create deep fakes is relatively new technology, it is advancing quickly and it is becoming more and more difficult to check if a video is real or not. Developments in these kinds of technologies have obvious social, moral and political implications. There are already issues around news sources and credibility of stories online, deep fakes have the potential to exacerbate the problem of false information online or disrupt and undermine the credibility of and trust in news, and information in general.

The real potential danger of false information and deepfake technology is creating mistrust or apathy in people about what we see or hear online. If everything could be fake does that mean that nothing is real anymore? For as long as we have had photographs and video and audio footage they have helped learn about our past, and shaped how we see and know things. Some people already question the facts around events that unquestionably happened, like the Holocaust, the moon landing and 9/11, despite video proof. If deepfakes make people believe they can't trust video, the problems of false information and conspiracy theories could get worse.

Activity 4 False Information and Social Media

Step 1

In this activity you will consider the role influencers, social media and the filter bubble have to play in the spread of false information. Give students 2 sentence starters. Ask students to finish the sentences by writing the first ideas that come to mind. Allow students a few minutes to work alone in silence on this.

Step 2

When students have finished their sentences, invite them to move around the room and find another student or students who have the same sentences. In these pairs or small groups, ask students to share their responses and what influenced what they wrote.

Step 3

Next, ask students to share their ideas about influence and false information. Some discussion questions may include:

- What do we mean by ‘an influencer’?
- How do you usually find/follow influencers and why?
- How might people quietly or anonymously be influencers or connect people to support or shape new ideas?
- If someone is anonymous can they still be a good influencer? How?
- Why might people want to be loud, visible or popular when they promote ideas, products, attitudes or practices on social media?
- How does someone's personality influence how they influence or lead others?
- Are influencers reliable sources of information? Why? Why not?
- Can you think of any examples where an influencer shared false information either knowing or unknowingly?

Some students will focus on influencers as types of social media micro-celebrities who share ideas or promote products. Other examples include entrepreneurs, beauty, travel or fitness bloggers, models, musicians, noting that the popularity of different social media influences can change rapidly.

Worksheet 2.4: Conversation starters



1. When I think about the word 'influencer', I immediately think of...	<hr/> <hr/> <hr/>
2. An influencer's post persuaded me to...	<hr/> <hr/> <hr/>
3. Some people say that influencers on social media just want to make money. My opinion is...	<hr/> <hr/> <hr/>
4. My definition of someone who influences others is someone who...	<hr/> <hr/> <hr/>
5. The biggest influence on me three years ago was...	<hr/> <hr/> <hr/>
6. Sometimes influencers quietly connect people to new ideas. I believe that this is...	<hr/> <hr/> <hr/>
7. A story shared by an influencer I believed to be true but was later proven wasn't was...	<hr/> <hr/> <hr/>
8. A good influencer is someone who fits in with the crowd. My opinion is that...	<hr/> <hr/> <hr/>

Activity 5 Bursting Your Filter Bubble

Step 1

This activity will help students become aware of their own filter bubble and how to get outside of it. Begin by googling something e.g. a country – Egypt and projecting the search results onto the whiteboard for students to see. Then ask students to google the same thing e.g. Egypt and look at their own search results, noting if there is anything different than what appears on the whiteboard. Did their search results differ at all from what appears on the whiteboard. If so, ask why they think this is?

After taking feedback from students explain that when we go online or login to a social network we are generally presented with news, articles and content based on our own searches online. This is because platforms such as Google and Facebook use algorithms to personalise and tailor their services to each user, meaning different users will see different content. This type of content tends to reflect our own likes, views and beliefs and therefore isolating us from differing views and opinions. This is often referred to as a filter bubble.

Play for students the Ted Talk by Eli Parsier, the man who coined the phrase the 'filter bubble' www.ted.com/talks/eli_parsier_beware_online_filter_bubbles.

Step 2

Distribute the Bursting your filter bubble worksheet and ask students to complete the first question – consider what are the benefits and drawbacks to getting information online through a filter bubble? Sample answers include:

Benefits:

- Search engines can give us more relevant results that we want faster.
- Websites, apps, search engines show us content we've already shown an interest in.
- Websites that we commonly go to are easier to find, as they appear higher up in search lists.
- Location tracking helps us search our area for relevant shops/ restaurants etc.
- We can save our login details on our devices so we don't have to keep retyping them.

Drawbacks:

- If search results are skewed and we are unaware of it, this affects our ability to access, evaluate, and use information. We need to know if search results are biased in order to be critical in our selection of information.
- Make you less open-minded and able to see things from someone else's point of view

Explain to students that sometimes the filters we use to manage the vast amount of information available online has become like a bubble around us where we mainly just get opinions we already agree with and we have to learn how to burst that bubble.

Moving onto task 2 on the Bursting your filter bubble worksheet, ask students to think about their own filter bubble. To consider what search engine, apps, social media platforms, etc they use to find out information about the world, your interests and your homework/ research – these are sources you trust and use on a daily basis. Students are to list their trusted sources they use on a daily basis inside their filter bubble.

Activity 5

Bursting Your Filter Bubble

Step 3

Next ask students if they wanted to break out of your filter bubble, how might you do it? What people and organisations might you follow? What new perspectives might you seek out? How could you find them?

Suggestions include:

- Try doing a search with a search engine that you don't usually use e.g. DuckDuckGo, sweetsearch,
- Turn off targeted ads,
- Regularly delete your browser history,
- Follow trusted news sources, journalists, experts
- Swap one of your trusted sources for one you rarely use, maybe even just for a short period of time

Students are to research and write their own suggestions beside each of the needles to represent ways to burst their filter bubble. Then allow them to compare sources with each other – this will provide an opportunity to compare and contrast sources and hopefully find new sources. Remind students that they need to be careful about overreliance on the same trusted sources.

Step 4

Ask students for feedback on what new sources they are going to include to burst their filter bubble. Finally, remind students that the most important thing you can do is make sure that you're not only getting news that confirms what you already believe. At the same time it's important not "overcorrect" and seek out sources that have a totally opposite bias from yours, which will almost certainly make you angry and reinforce your current opinions. Instead, find sources from a moderately different point of view.

Worksheet 2.5:

Bursting Your Filter Bubble



“Filter bubble” refers to a phenomenon that occurs with many of the websites that we use: platforms such as Google and Facebook use algorithms (mathematical equations) based on our search history and personal information to personalise and tailor their services to us.

This means that different users using the exact same search or scrolling through a news feed on social media can see different content. This type of content tends to reflect our own likes, views and beliefs and therefore isolating us from differing views and opinions.

№.1 What are the benefits and drawbacks to getting information online through a filter bubble? Give examples for each in the table below

Benefits of Filter Bubbles

Drawbacks of Filter Bubbles

Nº.2 Think about your own filter bubble – consider what search engine, apps, social media platforms, etc. you use to find out information about the world, your interests and your homework/research – these are sources you trust and use on a daily basis. Now, make a list of these trusted sources inside your filter bubble.

Nº.3 Next, consider how you might break out of your filter bubble? What settings could you review on the platforms, search engines, apps you use? What people and organisations might you follow? What new perspectives might you seek out? How could you find them?

Nº.3 What can burst your filter bubble?

Module 3: Big Data and the Data Economy

Core concept:

This module introduces students to the topic of big data and gives an opportunity to explore how the data economy works. It aims to explore how and why online companies use personal information, the benefits it can bring and critique the ethical use of this information for profit.

Key Learning for Students:

Students will have an understanding of what personal data is and consider how it can be used by online companies. Students will explore how social media platforms and other internet sites are interconnected in a complex, networked system, to consider the opportunities and implications of these systems, and how they influence people's actions.

Learning Outcomes:

Digital Media Literacy Short Course:
Strand 3: Checking the facts

- 3.2** analyse how the choice of digital media format influences the kind of information accessed/transmitted
- 3.5** research the ownership of major websites and its impact on access and choice
- 3.6** give examples of how digital media texts can support citizenship and inform decision-making

Cross curricular links:

SPHE Year 1 Influences and Decisions:

- have a heightened awareness of who influences them, how, and why

Resources needed:

- Small pieces of paper or Post-It notes
- Big Data Explained Video available to watch here: webwise.ie/connected
- Ted Talk: Big Data is Better Data www.ted.com/talks/kenneth_cukier_big_data_is_better_data#t-935433
- Worksheets: 3.1, 3.1A, 3.2, 3.3, 3.4
- Reflection worksheet available in Appendix 3 (P.95)

Methodologies:

Video analysis, discussion, reading comprehension, group work, group presentation, walking debate

Embedding digital technologies:

Schools with access to digital devices (e.g. tablets, laptops, phone) can capture students' responses on relevant discussion activities using a variety of web-based tools (e.g. school's VLE, Mentimeter, Flipgrid, etc). It would also be worthwhile asking students to take a screenshot of relevant tasks completed and save this in their own digital portfolio (folder) in the schools VLE as a record of their work throughout the course. Mind mapping tools can be used to capture and organise responses. Creative and graphic design tools can be used for the design activity.

Activity 1

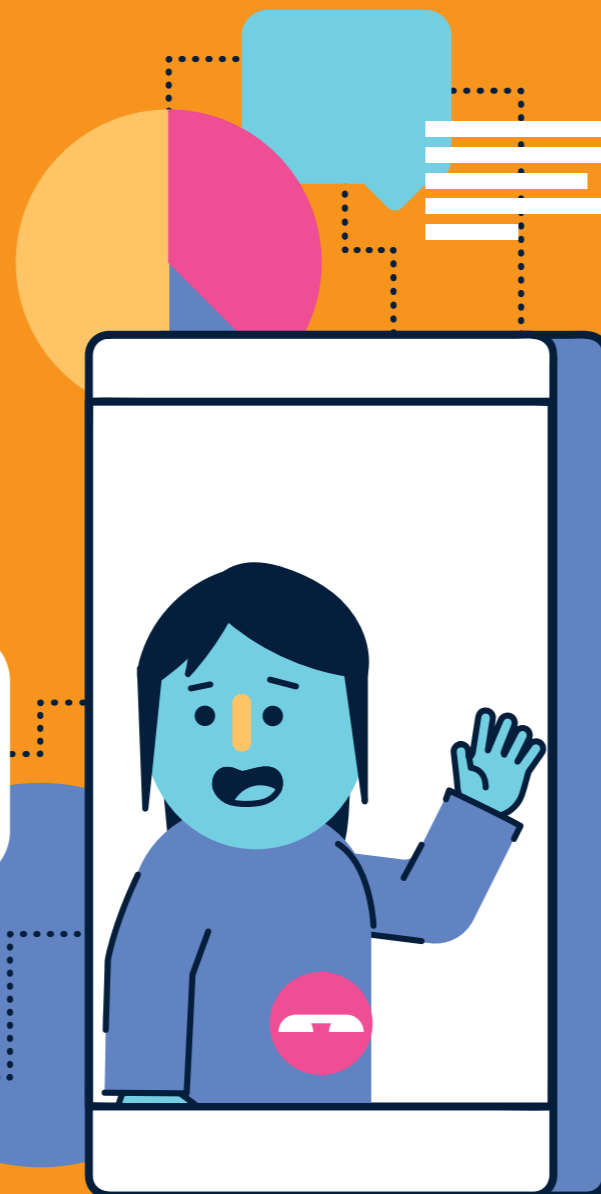
What is Big Data?

Differentiating this module:

Depending on the nature of the student's needs, there may be a need to have dedicated lessons prior to this lesson to decode and demystify the complex language surrounding the topic. Some students may find it difficult to access language such as data, inferred, generate, or artificial intelligence, pre-teaching of key vocabulary is recommended. (See Glossary – Appendix 4). Some students with general learning disabilities may struggle to access the animation due to the language and/or abstract nature. To enable these students to access the animation, provide an introduction to the animation, explaining the context and topic addressed.

Significant scaffolding may need to occur to enable students with SEN to participate in the walking debate.

Differentiated worksheets ('a' versions) are provided to assist students who may have slow processing or memory difficulties in figuring out the main points. Students with SEN may have difficulty reading aloud, avoid putting pressure on individual students to read aloud.



Step 1

Begin with the following anticipation exercise to stimulate student interest and help them make connections to what has been previously discussed. Distribute the anticipation exercise worksheet and read aloud, or ask the students to read each of the statements, and ask the students to write down whether they think the statements are true or false.

Students can then be paired up, or squared up (2 pairs make a group of 4) to compare answers. Remind students that the emphasis is not on right or wrong answers but on sharing what they know and making predictions. Conclude with a whole class discussion on what they anticipate big data to mean.

Step 2

Next, play for students the Ted Talk Big Data is Better Data (www.ted.com/talks/kenneth_cukier_big_data_is_better_data#t-935433). A digital alternative here could involve using a tool such as Edpuzzle to pause on key moments of the video and ask questions. Another suggestion might be to turn this activity into a flipped classroom activity where students are assigned a portion of the video to watch (either through Edpuzzle with questions or without) at home and then discuss it when the students come into class.

Step 3

After watching the video discuss with students that a big portion of our life happens on the internet where a huge amount of data is generated and exchanged e.g. watching videos, listening to music, chatting with friends, publishing content, shopping, getting directions, etc.

Big data refers to large amounts of information (created by people or generated by machines e.g. GPS signals, purchase records, satellite imagery, sensors gathering climate information, etc) that require computer programs to process this data into smaller chunks of information that we can understand more easily.

Step 4

Revisit with students the anticipation exercise and ask students to revise their answers and check whether they still agree that the statements are true or false or if they have changed their mind after watching the video.

Step 5

Next ask students to consider what are benefits or potential risks with big data. Some examples include: benefits – increased customer service, improved services, greater innovation. Drawbacks include: sometimes results can be misleading, cybersecurity risks, handling of sensitive/ personal data. Explain to them that we live in an age of Big Data, where everyone's personal data, including their online activities on social media and web browsing in particular, means that people now are not only the consumer but they are the product as well.

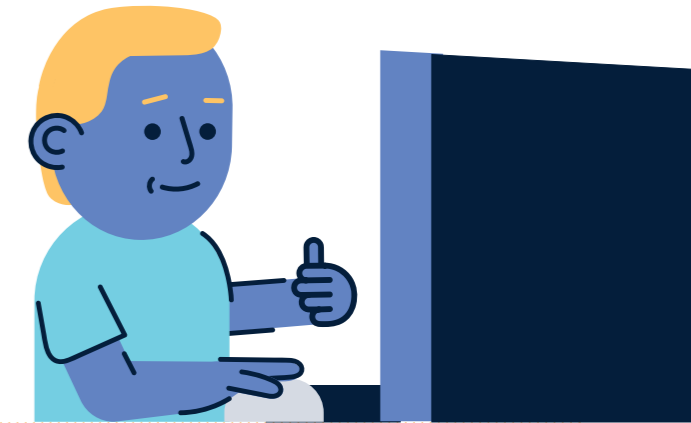
Worksheet 3.1:

What is Big Data? Anticipation Exercise

Before Activity True/False	Statements	After Activity True/False
	The definition of data is facts, figures, information collected together and stored in or used by a computer.	
	Big data refers to a large amount of information constantly being generated that is too much for humans to store and process, so computer programs are used instead to store and sort the data into smaller pieces of information humans can understand.	
	Big data means that our devices are constantly collecting data about us.	
	Big data uses artificial intelligence.	
	Big data means getting advertisements about something you have just searched for online.	
	Pictures/videos/comments we post can all count as big data.	
	Companies use big data to sell you products they think you'll like.	

Worksheet 3.1A:

Big Data Key Vocabulary Matching Activity



Match the following key concepts with the correct description below:

Tip: Research the key concepts using online search tools

Key Concept

- A. Data
- B. Artificial Intelligence
- C. Generated
- D. Cookies
- E. Targeted Advertising
- F. General Data Protection Regulation (GDPR)
- G. Analyse

For example: D = 1

D	1. A tiny file that's stored on your computer. It allows websites to keep track of what you're doing when you visit their site e.g. if you've visited the site before, how long you spent on each page within the site, what links you click.
	2. Facts, figures, information collected together and stored in or used by a computer.
	3. To study or examine something carefully and in detail to discover essential features or meaning.
	4. The ability of a computer program or a machine to think and learn.
	5. An EU law on data protection and privacy which gives you more rights to know how your data is being used and why.
	6. To study or examine something carefully and in detail to discover essential features or meaning.
	7. When apps or websites use information they have collected about you to show you certain types of advertisements for products they predict you will like.

Activity 2

Your Data Footprint

This activity is taken from Livingstone, S., Stoilova, M. and Nandagiri, R. (2019) Talking to children about data and privacy online: research methodology. London: London School of Economics and Political Science.

Step 1

Explain to students that after looking at what big data means in the previous activity we are going to delve more closely into how big data affects our personal information. To consider what information is being collected about you every time you go online and what the internet knows about you.

Think about all the websites, apps, and devices you use to go online – it might be to watch videos, listen to music, play games, or learn new things. Can you tell me what apps you have used recently, during the last week?

Ok, so when you use these apps you share information about yourself. What kinds of things have you shared online? If we Googled your name, what could we find?

Do you think that the internet can also work out things that you may not have said directly, for example by using different types of information, including from other people like you? What can apps work out about you that you didn't mean to tell them?

So maybe the internet knows quite a lot about you! But maybe the internet doesn't know everything or gets some things wrong.

Step 2

Once you have discussed students responses explain to students the websites you visit gather information about your interests and behaviours online – from this they create a profile of who you are and what your interests are based on your data footprint so that the advertisements shown to you are personalised.

Ask students to complete worksheet 3.2 (a) – what does the internet know about you?

No.1 **What kind of person does the internet think you are?** For example, does the internet think you play rugby because you follow the Irish rugby team? Does the internet think you like all pop music because you like Taylor Swift's music?

No.2 **What doesn't it know about you?** For example, does the internet know what your favourite song, memory, food, etc. is?

No.3 **Might it be wrong about you in any way?** For example, is the internet always right in predicting what your interests are or what content e.g. stories, suggestions to follow, advertisements, you would like to see online?

Step 3

Go through student responses and ask prompt questions for students to reflect on their responses such as:

- Who do you think collects this data? Why? What do they use it for? (Can it be used to target advertising to you? How?)
- How do you think they do that? Why? How long do they keep this information about you for?
- Can these apps 'guess' things about you like your favourite TV show or game? How?
- Why is the internet wrong about some things about you? Do you think over time it will get more things correct or it won't?

Step 4:

Now let's think about the data we share online and who it is shared with. Cut cards from worksheet 3.2 (c) and organise them into piles – every four identical cards should be in one pile; you should have 12 piles of 4 cards. Then place the 4 categories from worksheet 3.2 (b) on the table and explain as follows: I have 12 cards with different types of data. I will give them to you one at a time and you need to decide if you are happy to share this data with:

- 1) Your online contacts (your online friends, people who follow you);
- 2) Your school, GP, future employer;
- 3) Companies (like the apps you use); or
- 4) You want to keep to yourself. You can put the same card in more than one place.

As students are completing this, check their understanding while giving out one data type (four identical cards) at a time. Ask one student to distribute them with the help of others; probe for explanations, disagreements, variation within one card. Suggested questions to ask while they are placing the cards:

- Who would you share this with and why?
- How do you decide what to post (and where)? Why? What don't you post or share?
- What else might you put in the 'keep to myself' pile?

Step 5:

After students have placed all the cards ask them if they think they need to move some of the cards on the table. Think about all the information that others share or post online about you. Let's start with friends, other people at school. Who else? Parents? Teachers/the school? Doctor? Questions while they are reflecting on how others share information about them and moving the cards around:

- How different is this to what you share?
- Could anyone get information about you from what your friends share, even if they do not tag you?
- How do you feel about this?
- Can you think of a situation where something was shared that you didn't want to be shared?

Step 6:

Now, let's think again if more cards need to be moved. Do your apps collect other information about you, in addition to the things that you or others post on them? Maybe information that the apps and devices collect without you realising? More prompting may be needed; check again about moving cards.

- Do they track how long you use an app for? Do they know where you are?
- What if you log into an app or website using a Facebook or Google login?
- What if you use devices like internet-connected toys (e.g., drone), games console (Xbox), Smart home devices (Alexa, Google Home), fitness tracker (Fitbit), VR headset?

Now, looking at all the data on the table, does that seem a lot about you, or not too much? Prompt students to reflect on how much information about them is shared by asking the following questions:

- Are you surprised how much information about you is available online?
- How do you feel about what the internet knows about you?
- Anything you might be worried about (now/ future)? (e.g. anything embarrassing)?
- Why is this information valuable to anyone? Why valuable to you?
- Is there anything you can do to change how much information about you is available online?

Finally, let's look at what you wrote earlier in part (a) of your digital footprint worksheet about what the internet knows and doesn't know about you. Do you think you would write something different now? Why? Suggested digital element, use tools such as Wordle (www.wordle.net) or WordArt (wordart.com) to create a word cloud of their digital footprint.

Worksheet 3.2: Your Data Footprint



Teachers Note:

Throughout this activity explain that it is useful to consider the different types of data being collected and how that can fit into various categories of information about you e.g. – personal information, identity information, sensitive information, your web browsing history and your preferences. Ask them to consider their examples of their data footprint and which categories of information they would fit into.

Distinguish for students three main types of relationship (or context) in which privacy is important: between an individual and (i) other individuals or groups ('interpersonal privacy'); (ii) a public or third sector (not-for-profit) organisation ('institutional privacy'); or (iii) a commercial (for-profit) organisation ('commercial privacy'). Demonstrated for you in the table below:

Interpersonal Privacy

How my 'data self' is created, accessed and multiplied via my online social connections



Data given	Data given off	Inferences
------------	----------------	------------

Institutional Privacy

How public agencies like government, education and health institutions gather and handle data about me



Data given	Data traces (recorded)	Inferred data (analytics)
------------	------------------------	---------------------------

Commercial Privacy

How my personal data is harvested and used for business and marketing purposes



Data given	Data traces (recorded)	Inferred data (profiling)
------------	------------------------	---------------------------

(a) What does the internet know about you aka your data footprint?

Data here means your activity online e.g. shopping, planning a holiday, posting or commenting on social media, etc. The websites you visit gather information about your interests - from this they create a profile of who you are and your interests based on your data footprint so that the advertisements shown to you are personalised.

Based on the data gathered about you based on your online activities answer the questions below.

1. What kind of person does the internet think you are?

2. What doesn't the internet know about you?

3. Might it be wrong about you in any way?

(b) Consider what categories of data (information) you leave every time you go online - which categories do you think you leave with the organisations/people below and what information would you prefer to remain private to only you.

The image shows four smartphone frames, each with a different colored border and a label on the left side. The frames are empty, intended for students to write down categories of data they leave behind.

- Top frame (orange border):** Label: "Keep for myself..."
- Second frame (blue border):** Label: "Share with... my online contacts"
- Third frame (pink border):** Label: "Share with... companies (advertising, profiling)"
- Bottom frame (dark blue border):** Label: "Share with... my school, GP, future employer"

(c) Categories of data

Personal Information Home address Telephone number Email address Gender Date of birth	Sensitive Information Religious/spiritual activities Body weight Your mental health	Internet Searches Search terms Downloaded files and apps Clicked links
Preferences Films & music you like Food you eat Things you like to buy	School records School grades Attention records Detention	Web Browsing Sites I visited Frequency of visits Adverts clicked
Social Network Family members School friends Friends of friends	Biometric data Face recognition Fingerprint Voice recognition	Personal Habits Places you visit Activities you do People you meet
Location Mobile phones GPS Check-in to places Smart travel card	Health records GP/doctor's records Dental records Immunisation records	Financial data Family income Card details How much you spend online

Activity 3

How do companies use your data footprint?

Step 1

Explain to students that the fact that big data is increasingly important across industries (from healthcare to transport, energy, retail, etc) reflects rapid changes in how much data we're collecting, and the ways we're using it. In this activity we will continue to look at how companies use your data footprint. Distribute the How do companies use your Big data footprint? cloze test (Worksheet 3.3). Read through the cloze test before playing the Webwise Big Data Explained video. Instruct students that they will answer the cloze test after viewing the video. After viewing the video give students time to answer the cloze test.

Step 2

Go through students responses on the How do companies use your Big data footprint? cloze test. Recap with students the three types of data your personal data falls into:

→ **first, the data you give to companies; second, the data generated about you by the apps, platforms, services and websites that you use and third, data about you that has been generated from other data about you (profiling).**

Emphasise to students that companies use the information generated from your data footprint to design and market their products to your interests and we are going to consider how they do this.

Step 3

Put students into groups of three. Distribute the Using Customer Data worksheet and read through with students. Remind students it is important to consider how the data gathered from their customers will influence how they design the products. Encourage students to use digital design tools such as Canva (www.canva.com) or Stencil (www.getstencil.com) to create and present their product.

Step 4

Once students have completed the worksheet, invite the groups to share their products with the class. Tell students it is important to explain how the consumer data influenced their decisions about the design of their products.

Focus more on critical thinking skills – data doesn't create meaning – we do. It is important to give data context.

Step 5

Write on the whiteboard positives and downsides to companies using your personal data. Still in their groups, ask students to come up with at least three suggestions for each. Suggestions may include: it means you get a product/service that suits your wants and needs, helps products work better but it can also sometimes cause people to buy things they don't need and/or can't afford; no control over who sees their data – who their data is shared with.

Remind students that because of the value placed on big data and personal data by companies now, that people now are not only the consumer but they are also the product. When the product is free (e.g. email services, social media platforms) – you are the product.

Step 6

Finally, tell students that if they want to limit the information companies can track about your behaviors, there are things you can do e.g. delete your browser history, disable cookies.

Homework Activity

Tell them for homework they are to review the Connected resource page www.webwise.ie/connected and go to the How to control your data section for simple tips on how to help limit what is tracked about you. Create a poster/infographic detailing 5 top tips for limiting your data footprint. The graphic design website Canva or Stencil would be useful for this.



Worksheet 3.3:

Cloze test – How do companies use your data footprint?

Read through the text below and fill in the missing words to check your understanding.

Your Personal Data

All your personal data basically falls into three broad types:

First is the data you give to _____ yourself.

For example, your address to a takeaway company or your name and age to Netflix. You know about all this already.

The second category is the data generated about you by the apps, services and websites that you use. For example, Uber will collect thousands of GPS coordinates from your phone whilst you have their app open. Websites will drop small files called '_____' onto your computer to keep of what you browse and how long for.

Most mysterious is the third category: data about you that has been generated from other data

_____ you. Companies might have tried to predict things about you like what type of clothes you like or whether you go to the gym. They might use data to put you in a category called something like 'love aspirer', 'idea-seeker' or 'young and struggling.'

Word Bank:

cookies | about | companies | track

Targeted Advertising

All this data exists for lots of different reasons. The services you use _____ data to work properly. A website needs to know what kind of computer you have. Uber needs to know where you are. But personal data can also be profitable.

One of data's biggest uses is for '_____ advertising'. Different parts of your _____ data – social media, browsing, consumer history – can be joined up to give advertisers a sense of your interests, what you want and whether you can afford it.

Targeted advertising means that we don't have to _____ for services like Gmail or Instagram. But it also raises a number of ethical questions which continue to be debated today. Personal data can tell a lot more about you than many expect. In a famous case, the US supermarket used data to know a shopper was pregnant before her own father. But on the other hand, data about you might be completely _____: unfairly flagging you as a lending risk, for instance, stopping you ever getting a loan to buy a car or house.

Word Bank:

wrong | targeted | need | personal | pay

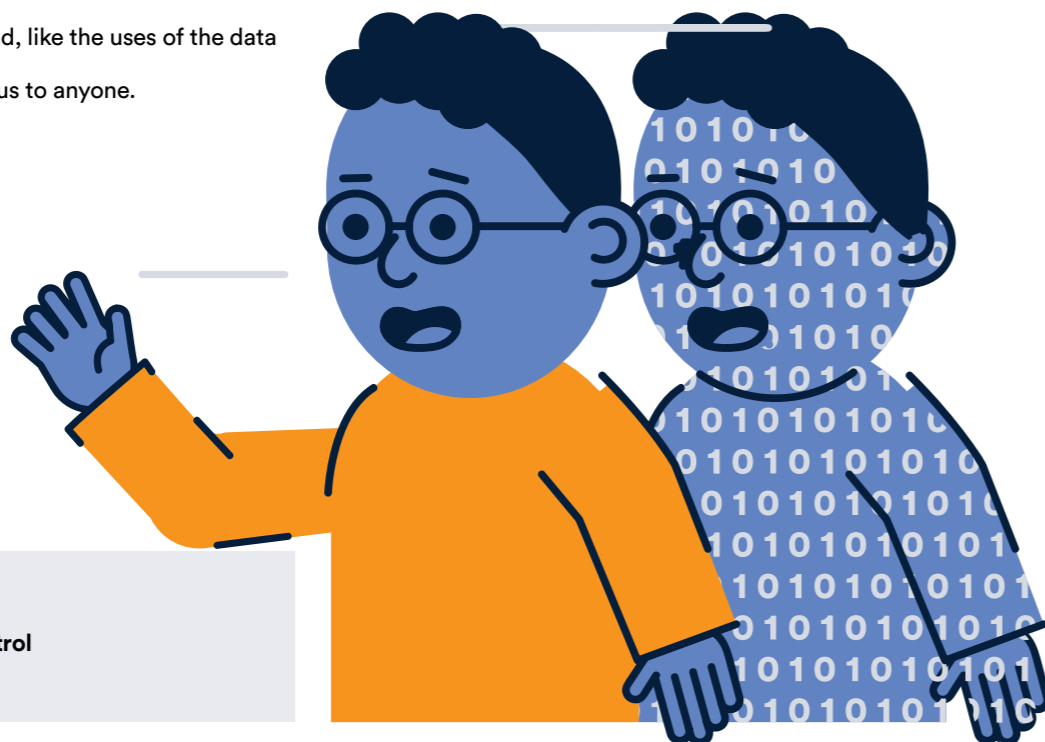
Worksheet 3.4: Using Consumer Data



The General Data Protection Regulation (GDPR)

It's extremely difficult to know what data is generated about you, what it's based on and how it changes hands. This means that we often have very little _____ over what data is collected and what happens to it after that. Have you ever clicked that giant green button to accept all the cookies on the browser? Of course you have; it's easier. But have you ever read the full _____ and conditions in that tiny print that tells you what happens with your data? Of course not.

The good news is that a law – called the General Data _____ Regulation – now gives you more rights to know how your data is being used and why. Data rights are human rights, and, like the uses of the data itself, this shouldn't be mysterious to anyone.



Word Bank:
Protection | terms | control

The online clothing company Fashion Forward is making plans to launch a brand new product. Your team is responsible for designing the new collection that will be launched.

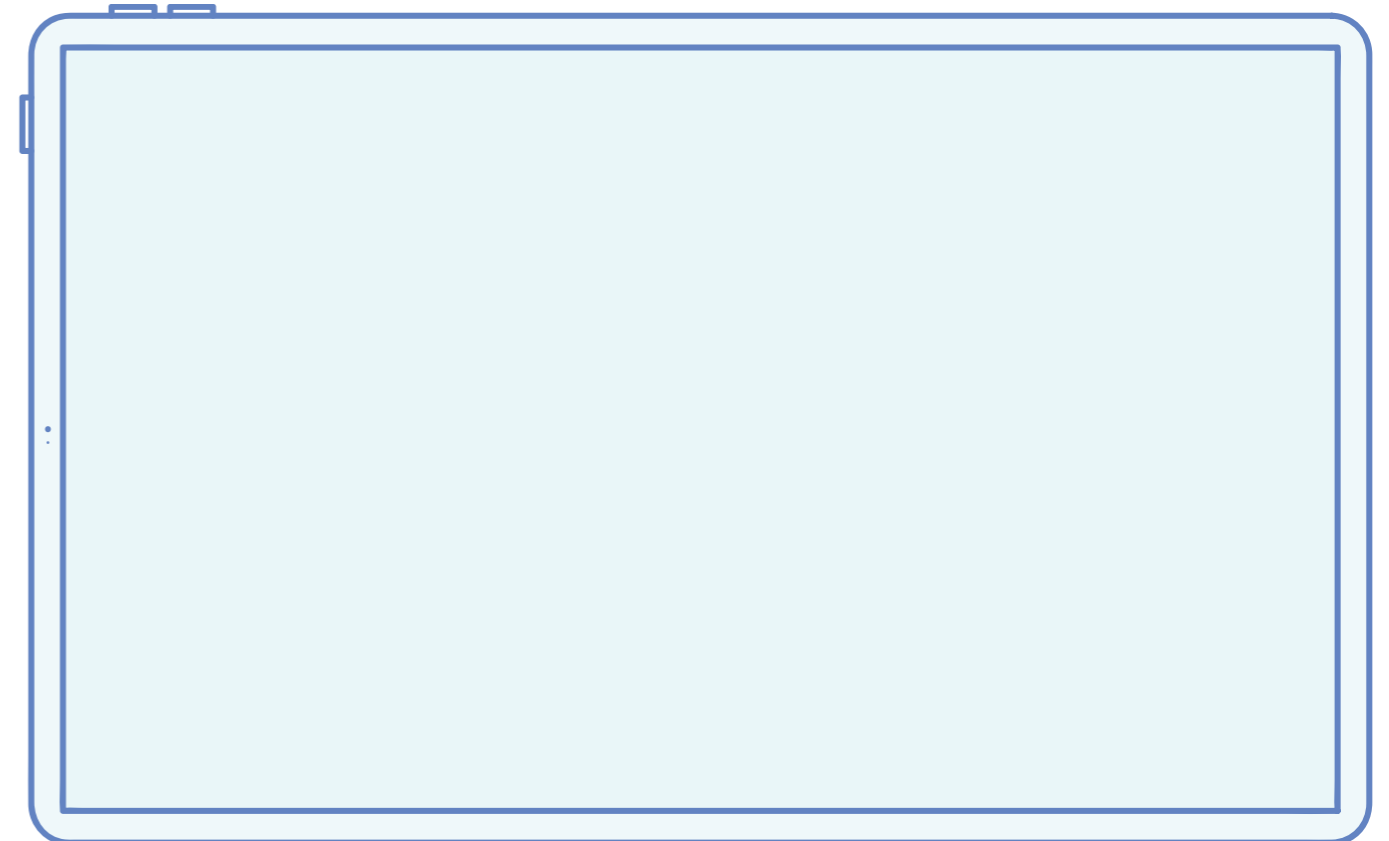
Analyse the data collected from Fashion Forward customers to decide what type of product you want to design (coats, dresses, shirts, suits, shoes, accessories or something else) and what details it will include. Then design what your product will look like. You can draw, create or copy an image using a design-tool website such as Canva (www.canva.com) or stencil (www.getstencil.com).

You are to present the new product to be launched and explain how the data collected from Fashion Forward customers influenced your decisions around the design of your product.

Consumer Data collected from Fashion Forward customers:

- Most customers come to Fashion Forward to buy slogan t shirts.
- Many Fashion Forward customers also shop for hats, accessories, and shoes.
- The majority of slogan t shirts that are bought are either black, white or red.
- Most Fashion Forward customers live in cities in Ireland, the UK, Australia and New Zealand.
- Most Fashion Forward customers regularly attend music concerts and festivals (at least two a year).

Design Your Product



Activity 4

Walking Debate

Step 1

Before you begin have agree and disagree signs placed on either side of the room. Then, gather all students in the centre of the room.

Step 2

Tell students this is a walking debate and that you are going to read out a statement, which they have to decide whether they agree or disagree with, and why. Read out the below statement and ask students to indicate whether they *AGREE* or *DISAGREE* with the statement by standing under the agree or disagree signs:

“Should companies and organisations be allowed to share private data in exchange for money?”

Step 3

Draw feedback from students after the statement is read. Ask why they took the position they did? Why they agree or disagree with the statement?

Step 4

Once you have heard from a few students from both sides ask if any students would have changed their position based on the contributions of others. If so, move into that space and tell us why they have decided to move.

Additional suggested statements:

“Companies should be allowed to profit from my data if I am willing to give it to them in order to use their product - Your data (information you give out freely when you use apps, google search buy things online, etc) doesn't belong to you just because it's about you!”

“Should social media companies be responsible/accountable for the content (e.g. offensive content or political advertisements) published on their platforms?”

Module 4:

My Rights Online

Core concept:

This module aims to increase awareness and knowledge of young people's online rights, e.g. the right to be forgotten, privacy, the right to information etc. It explores the legal framework protecting young people's rights online and considers the responsibilities and risks presented by young people's use of social media.

Learning intentions:

This module gives students an opportunity to reflect and understand what the laws are in relation to online rights and privacy. Students will demonstrate an understanding of privacy and rights online by researching and developing a quiz on rights and responsibilities online.

Curriculum links:

Digital Media Literacy Short Course:
Strand 4: Publishing myself.

4.1 Outline the opportunities and risks presented by young people's use of social networks

4.2 Document young people's online rights – the right to information, free expression, protection of minors, and the role of parents, governments and civil society in enforcing their rights

4.3 Discuss the concept of privacy and its application by young people on social networks

Resources needed:

- Worksheets 4.1, 4.1A, 4.2, 4.3, 4.4, 4.5 & 4.6
- Picture of famous people for Activity 3: What is Privacy?

Methodologies:

Think-pair-share, discussion, brainstorming, inquiry-based learning, establishing key words and key messages, active learning, quiz, walking debate, jigsaw

Embedding digital technologies:

Schools with access to digital devices (e.g. tablets, laptops, phone) can capture students' responses on relevant discussion activities using a variety of web-based tools (e.g. school's VLE, Mentimeter, Flipgrid, etc). It would also be worthwhile asking students to take a screenshot of relevant tasks completed and save this in their own digital portfolio (folder) as a record of their work throughout the course. Students can demonstrate their understanding of rights and laws by developing an online quiz for their peers using digital tools (e.g. Google/365 forms, Survey Monkey, Quiz Maker, Kahoot, Wizer.me, etc.).

Differentiating this module:

Depending on the nature of the student's needs, there may be a need to have dedicated lessons prior to this module to decode and demystify the complex language surrounding the topic. Some students may find it difficult to access language such as 'exploitation'. A vocabulary list of recommended words is provided for this activity to complete for students with SEN. The purpose of this is to unpack the key concepts of the module thus making the language more accessible. It is advised that vocabulary is evaluated post-teaching to reinforce students' learning.

Significant scaffolding may need to occur to enable students with SEN to participate in Activity 2: Considering rights online. Dedicated lessons may be needed to explain the concept of rights to students with SEN, depending on their needs. Differentiated worksheets ('a' versions) are provided to assist students who may have slow processing or memory difficulties in figuring out the main points. Students with SEN may have difficulty reading aloud, avoid putting pressure on individual students to read aloud.

Teachers may find the NCCA Guidelines for students with mild learning disabilities also helpful: www.ncca.ie/en/resources/pp_spee_cspe

Activity 1

Reflecting on Online Rights

Step 1

Ask students what do they understand the term “rights” to mean. A digital alternative could include using a tool such as Mentimeter or Kahoot to ask 2 of the below questions to form the basis of a whole class discussion and establish prior learning.

Refer to laws and rights

Ask if they are aware of what laws/constitutions/ international agreements protect their rights. Aim to elicit from the students the following: Bunreacht na hÉireann / Universal Declaration of Human Rights / Convention on the Rights of the Child / European Convention on Human Rights.

Step 2

Divide the class up into groups and give each group a copy of a simplified version of the Convention on the Rights of the Child (CRC).

Step 3

Each group will then have the task of reading through the Convention and identifying which rights, in their opinion, are most directly related to new media, giving grounds for each choice.

Step 4

Ask the students, divided into groups of two to three persons, to re-write one of the rights envisaged by the CRC on an A4 sheet and hang it up somewhere in the room, thinking of it as an online right that every child should be entitled to.

Step 5

Then ask each student how they interpret that particular right, why he or she made that particular choice and to tell a story, an anecdote, a news item he or she knows about, or an event experienced personally, in which that right has been violated or promoted.

Step 6

Repeat the activity using other criteria by, for example, choosing the right that least affected them, the right they would choose to discard, the right that in their view is most frequently violated online, and so on.

Homework Activity

As a homework activity, ask students to choose one of the rights chosen by the class. Ask them to illustrate how that right comes under threat in the form of a drawing, collage of images or a story.



Worksheet 4.1

The United Nations Convention on the Rights of the Child (CRC) – A Summary

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The United Nations Convention on the Rights of the Child is an international statement of the civil, political, economic, social and cultural rights of children. The UN General Assembly adopted the Convention and opened it for signature on 20 November 1989 (the 30th anniversary of the Declaration of the Rights of the Child).

The UN General Assembly adopted the Convention on the Rights of the Child in 1989. It is the most widely ratified human rights treaty in history.

The Articles of the CRC:

Article 1

Definition of a child

A child is any person under the age of 18.

Article 2

Without Discrimination

All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.

Article 3

Best Interests of the Child

When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.

Article 4

Protection of Rights

Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.

Article 5

Parental Guidance

Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.

Article 6

Survival and Development

Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.



Article 7

Registration, Name, Nationality, Care

Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.

Article 8

Reservation of Identity

Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.

Article 9

Separation from Parents

Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.

Article 10

Family Reunification

If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.

Article 11

Kidnapping and Trafficking

Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.

Article 12

Respect for the Views of the Child

Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

Article 13

Freedom of Expression

Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.

Article 14

Freedom of Thought, Belief and Religion

Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.

Article 15

Freedom of Association

Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.

Article 16

Right to Privacy

Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.

Article 17

Access to Information from Mass Media

Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.

Article 18

Parental Responsibilities; State Assistance

Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian".

Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.

Article 19

Protection from All Forms of Violence

Governments must protect children from violence, abuse and being neglected by anyone who looks after them.

Article 20

Children Deprived of a Family

Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.

Article 21

Adoption

When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.

Article 22

Refugee Children

Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.

Article 23

Disabled Children

Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.

Article 24

Health and Health Services

Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.

Article 25

Review of Treatment in Care

Every child who has been placed somewhere away from home – for their care, protection or health – should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be.

Article 26

Social Security

Governments should provide money or other support to help children from poor families.

Article 27

Adequate Standard of Living

Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.

Article 28

Right to Education

Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

Article 29

Goals of Education

Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

Article 30

Children of Minorities

Children have the right to use their own language, culture and religion – even if these are not shared by most people in the country where they live.

Article 31

Leisure, Play and Culture

Every child has the right to rest, relax, play and to take part in cultural and creative activities.

Article 32

Child Labour

Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.

Article 33

Drug Abuse

Governments must protect children from taking, making, carrying or selling harmful drugs.

Article 34

Sexual Exploitation

The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.

Article 35

Abduction

Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of).

Article 36

Other Forms of Exploitation

Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.

Article 37

Detention

Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.

Article 38

War and Armed Conflicts

Children have the right to be protected during war. No child under 15 can join the army or take part in war.

Article 39

Rehabilitation of Child Victims

Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity.

Article 40

Juvenile Justice

Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.

Article 41

Respect for Better National Standards

If the laws of a country protect children's rights better than this Convention, then those laws should be used.

Article 42

Knowledge of Rights

Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.

Articles 43-54

These articles explain how governments, the United Nations – including the Committee on the Rights of Child and UNICEF – and other organisations work to make sure all children enjoy all their rights.

Worksheet 4.1 A:

Key Vocabulary – My Rights Online

The following contains key concepts for Module 4: My Rights Online. The first row has been filled in to provide examples of words associated with each to help further understanding of their meaning.

Read through the list of words and fill in the second row with more words you think could also be associated with each key concept in the spaces below using the word bank provided.

Tip: Research the key concepts using online search tools

Words related to Rights:	
Privilege	Justice

Words related to Freedom:	
Liberty	Flexibility

Words related to Expression <i>(Child's Right to Freedom of Expression, Article 13):</i>	
Opinion	Declaration

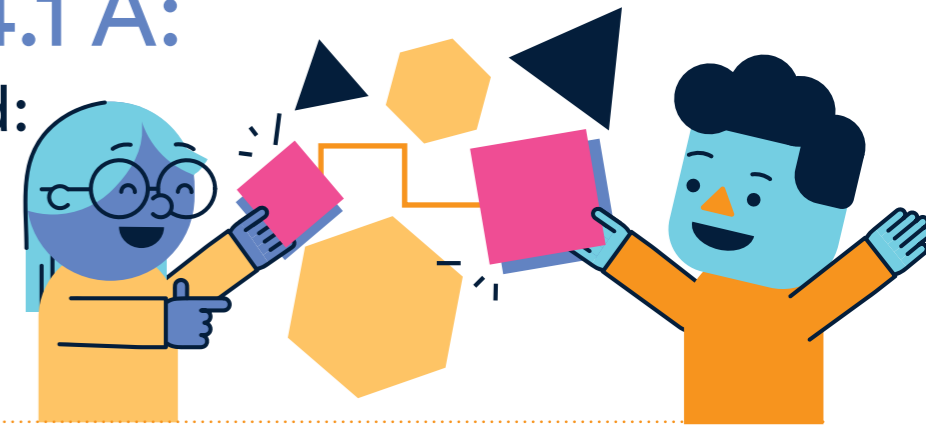
Words related to Appropriate <i>(Child's Right to Access to Appropriate Information, Article 17):</i>	
Useful	Suitable

Words related to Exploitation <i>(Child's Right to Freedom from Exploitation, Article 34 and 36):</i>	
Badly treated	Harm

Word Bank
Speech
Entitlement
Independence
Benefit
Correct
Intimidation
Uncontrolled
Voice
Relevant
Wrongdoing

Worksheet 4.1 A:

Rights of the Child: Matching Activity



Match the following Rights of the Child with the correct description.

For example: A = 3

- A. Freedom of Expression
- B. Right to Privacy
- C. Access to Appropriate Information
- D. Freedom from Exploitation

1. Governments must protect children from all forms of harm and exploitation.
2. Every child has the right to trustworthy information from the mass media. Social media, television, radio, newspapers and other media should provide information that children can understand. Governments must help protect children from materials that could harm them.
3. Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.
4. Every child has the right to privacy. The law should protect the child's private, family and home life.

A	3
B	
C	
D	

Activity 2

Considering Data Protection Rights Online

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Step 1

Explain to students that just as we have rights and responsibilities in society, we also have certain rights and responsibilities that apply to the online environment. In this case we will look at the laws and regulations that have been set out to protect our personal data. **Your personal data is any information that relates to you personally or would identify you.** For example, when you provide personal data to create a social media account – that company has a duty to comply with data protection laws and regulations which limit what they can do with your personal data.

Your personal data is protected by laws and regulations such as the General Data Protection Regulation (GDPR), an EU law on data protection and privacy which gives you more rights to know how your data is being used and why. We will now look at some of the rights that are protected under the GDPR.

Step 2

Distribute the handout Your Data Protection Rights and divide the class into groups of four. Within each group, each student will act as the expert for one of the Rights:

- The right to be informed (transparency) (Article 13 & 14 of the GDPR)
- The right to access your personal data (Article 15 of the GDPR)
- The right to rectification (Articles 16 & 19 of the GDPR)
- The right to be forgotten (erasure) (Articles 17 & 19 of the GDPR)

Each expert will read and/or summarise their Right to the group and lead a short discussion on how it relates to their internet use; the expert for each Right should also take notes on that discussion. The discussion should cover the following topics that examine the ways in which this Right is relevant to students' internet use:

- Situations: What situation can you think of where your rights under this Article are not respected?
- Challenges: What challenges can you think of that might make it difficult to guarantee the rights under this Article?

- Limits: What do you think would be reasonable limits for the rights guaranteed under this Article?
- Strategies: What do you think are the best strategies for ensuring the right is guaranteed under this Article to all young people?

Write these topics on the whiteboard for students to reference.

Give students about 20 minutes to discuss the four Articles. (Students may use the context of signing up and using social media sites/apps to focus their discussion).

Step 3

Students now form new groups with the other students who were experts on their particular Article. (So all of the students who led the discussion on Article 13 & 14 now form a group, all of those who led the discussion on Article 15 form a group, and so on.) These expert groups now share the results of their discussions and decide on the three items in each category (Situations, Challenges, Limits, Strategies) that they agree are the most important.

Step 4

The experts now return to their original groups and present what they agreed upon in their expert groups. The original groups now each select which of the four Articles they feel is most important and relevant to their online use. They then select one item in each category that they feel is most important. At the end of this process they will have chosen one Article and, relating to it, one Situation, Challenge, Limit and Strategy they think is most important and relevant with regards to their online use.

Now have students present and defend their choices to the class, explaining why that Article and related Situation, Challenge, Limit and Strategy are most important and relevant with regards to their online use.

Worksheet 4.2

Your Data Protection Rights Information Sheet

Reproduced with the kind permission of the Data Protection Commission (www.dataprotection.ie). The Data Protection Commission (DPC) is the national independent authority in Ireland responsible for upholding the fundamental right of individuals in the European Union (EU) to have their personal data protected.

For the context of social media and young people's personal data online we will focus on the following four rights under the General Data Protection Regulation:



1. The Right to be Informed (Transparency):

Individuals have the right to be informed about the collection and use of their personal data. Organisations must provide individuals with information such as why their personal data is being processed, how long their personal data is going to be kept for, and who their personal data will be shared with. The information should be presented in a concise and transparent way and written in clear and plain language. This is especially important when the individual is a child. This information is usually presented in an organisation's privacy policy.



3. The Right to Rectification:

If an individual thinks that their personal data might be incomplete or inaccurate, they can ask the organisation who holds it to correct it. The organisation must do this without undue delay (usually 1 month) or provide the individual with a reason as to why they cannot comply with their request.



2. The Right to Access Your Personal Data:

Individuals have a right to ask an organisation to confirm if they hold any personal data about them, and to obtain a copy of their personal data. This is often referred to as an "access request" and it should be easy to make an access request to an organisation. Organisations have one month to respond to this request and should provide individuals with a copy of their personal data free of charge.



4. The Right to Erasure:

An individual can request that their personal data be erased by an organisation when, for example, the data the organisation holds on them is no longer needed or when their data has been used unlawfully. The right to erasure is particularly relevant where someone gave their consent to the processing of their personal data when they were a child but later wants to have their personal data removed, for example from an internet site or webpage.

You can learn more about the work of the Data Protection Commission here: www.dataprotection.ie and for more information on the General Data Protection Regulation, see www.eugdpr.org.

Activity 3

Get the Facts — Your Life Online Quiz

Step 1

Explain to students that this activity will focus on online rights, privacy and the law. Tell students that you don't expect them to know everything on data protection or privacy online. These can be complex topics and issues to understand. The purpose of this activity is to help students understand their rights and responsibilities online.

Step 2

Distribute and instruct students to complete the Worksheet 4.3 **Get the Facts – Your Life Online Quiz**.

Step 3

When students have finished the quiz provide feedback on the correct answers. The **FAQs sheet** will provide you with the information you need to give students more information on the correct answers.

Worksheet 4.3

Get the Facts — Your Life Online Quiz



№.1 What does GDPR stand for?

№.2 Can I say anything I want online?

№.3 Using someone else's work (pictures/music/video/text) you find online without their permission is illegal.

TRUE FALSE

№.4 I can post a video/photo/audio of someone else online without their permission.

TRUE FALSE

№.5 It is an offense to impersonate someone online?

TRUE FALSE

№.6 Can I sign up for a social media account if I am under 16?

№.7 Can I request that information about me be removed from the internet?

№.8 Is online harassment/hate speech an offence?

TRUE FALSE

№.9 Can social media and online companies share my information with anyone?

№.10 Can I access my personal data held by a company or organisation?

Worksheet 4.4

Your Life Online

— FAQs

We answer some frequently asked questions from young people about online rights and internet use.



No.1 What does GDPR stand for?

A: GDPR stands for the General Data Protection Regulation. It is an EU law on data protection and privacy which gives you more rights to know how your data is being used and why.

No.2 Can I say anything I want online?

A: No, while there is a constitutional right to freedom of speech, that right is not absolute and must be balanced against other people's rights. For example, you cannot incite hatred against a person online or defame them etc. In addition cyberbullying another person online can lead to criminal charges of harassment.

No.3 Using someone else's work (pictures/music/video/text) you find online without their permission is illegal.

A: Using somebody else's work without their permission is a potential copyright infringement and a civil wrong.

Should you use another person's work in your own work, without acknowledging same, as well as being a breach of copyright, it may also be plagiarism.

No.4 I can post a video/photo/audio of someone else online without their permission.

A: Publishing a video/photo/audio of someone else without their permission might constitute an offence depending on the nature of the content.

Individuals have a constitutional right to privacy which must be respected and videos/photos/audio files taken of people in a place where they would expect privacy may breach that right and constitute a civil wrong. Individuals also have privacy rights under the European Convention on Human Rights.

In addition, anyone who publishes private content online could also be in breach of the General Data Protection Regulation ("GDPR") and be required to take the content down/be subject to fines.

A common sense approach is always best and it is good practice to ensure that you have a person's consent to post his/her photo and to take down a photo of someone if they ask you to.

No.5 It is an offense to impersonate someone online?

A: Setting up a fake profile in order to impersonate someone, publish false information or target another person online is an act of cyberbullying and may also constitute a criminal offence.

No.6 Can I sign up for a social media account if I am under 16?

A: The Digital Age of Consent in Ireland is 16 under section 31 of the Data Protection Act 2018. This means that in order to legally process the personal data of a person under the age of 16, a social media company must make reasonable efforts to obtain the consent of that person's parents, if the company is relying on consent as the legal basis for processing personal data. Additionally, most companies provide that a person under the age of 13 cannot set up an account, even if they have their parent's consent.

No.7 Can I request information about me to be removed from the internet?

A: Yes, if your personal data is no longer needed or is being used unlawfully then you can ask for your data to be erased. This is known as "the right to be forgotten".

These rules also apply to search engines, such as Google, as they are also considered to be data controllers. You can ask for links to web pages including your name to be removed from search engine results, if the information is inaccurate, inadequate, irrelevant or excessive.

No.8 Is online harassment/hate speech an offence?

A: Yes, harassment and hate speech are two separate offences and can happen online.

No.9 Can social media and online companies share my information with anyone?

A: Yes, however GDPR requires that any company which gathers your personal data must get your permission before sharing this information with third parties. You must be given the option to "opt-in" to sharing your personal data with third parties. Any website which tells you that you need to "opt-out" of data sharing is not GDPR-compliant.

No.10 Can I access my personal data held by a company or organisation?

A: Under GDPR you have a right to ask for and obtain from the company/organisation confirmation as to whether or not it holds any personal data which concerns you. The right of access is one of the most important data protection rights because it allows individuals to find out whether their personal data is being held by a specific organisation and to obtain a copy of their personal data.

For more information on your rights online go to www.webwise.ie/connected

Activity 4

Quizzing the law

This activity is owned, and was produced, by the eSafety commissioner who are an Australian Government agency. It has been adapted here for the Irish context.

Step 1

Organise students into small groups and ask them to brainstorm or research legislation in Ireland related to media, technology, the internet or digital devices. Some examples include:

- bullying, and bullying using social media or technology
- copyright laws
- taking, sending and sharing sexually explicit images
- someone threatening you online
- posting videos of fights online
- identity theft
- anti-piracy laws (downloading content)
- data protection

Step 2

Ask students to research current legislation, including if it is national or European law. The *Your Life Online* answer sheet is a helpful starting point.

Example – Ask students to research the General Data Protection Regulation (GDPR)

Some other useful resources include:

- www.webwise.ie
- www.dataprotection.ie
- www.gov.ie/en/campaigns/be-safe-online
- www.eugdpr.org
- www.gdpr-info.eu
- www.itsyourright.ie
- www.irishstatutebook.ie
- www.un.org/en/universal-declaration-human-rights
- www.ohchr.org/en/professionalinterest/pages/crc.aspx
- www.echr.coe.int/Pages/home.aspx?p=basictexts&c
- www.childrensrights.ie/sites/default/files/Know-Your-Rights-2019.pdf

Step 3

With this legal information, invite students to create a digital laws quiz for younger students. They might like to think about which legislation is most relevant to students in 1st or 2nd year (for example). Students might like to use digital resources to create and share their quizzes e.g. Kahoot, Google (forms), Office 365, Quizlet, Quizzes, Wizer.me, Survey Monkey.

Sample Quiz Questions

- What is the digital age of consent in Ireland?
- What types of material does copyright law include? (Give three examples)
- What is the right to be forgotten?

Step 4

Review, play and edit the quizzes as a class group.

Step 5

During or after the quizzes, explore these questions:

- What most surprised you about your research?
- What are the differences between legislation for young people under 16 or 18, and adults 18 and older? Do you agree or disagree with these differences?
- Which legislation most needs to be updated and why?
- How has legislation related to media and technology changed over time? Why?
- If you could create new legislation related to media or technology, what would you develop and why?

Tips and ideas

- This is a great activity for a cross-age student interaction. Students can work with smaller groups of younger students or create a longer class quiz to present to younger students in another class.
- Creating the quizzes online allows students to edit and modify their questions and answers, as well as answer feedback after the class group has reviewed their quiz. This will help students to practice editing their work and improving the clarity of their writing.



Activity 5

What is Privacy?



Step 1:

Discuss the concept of privacy. Refer to article 16 of the UN Convention on the Rights of the Child (Worksheet 4.1). Ask students what they understand by privacy. Note any keywords on the whiteboard. It may need to be pointed out that the issue of privacy affects people in many different contexts, not just the home.

Step 2:

Show students pictures of famous people. The range of people chosen should include gender balance. It should also reflect the global diversity of Ireland today. Suggested list of famous people could include politicians, the president, rugby players, radio presenters, musicians or authors.

Now, pose the following questions:

- Do these people have any privacy?
- If not, how is it taken away?
- When are they entitled to privacy?
- When are they not entitled to privacy?
- Should this be happening?
- Could you imagine yourself in that situation?
- If you are not famous, can your privacy be taken away?

Step 3

Ask students to now consider their own lives and in pairs discuss the questions:

- Is my life private?
- When am I entitled to privacy?
- When am I not entitled to privacy?
- How can my privacy be taken away?

After about 5 minutes ask for feedback; from this note any keywords, which may not have arisen in the previous discussion.

Step 4

Divide the class into groups of 3 and give each group one of the following questions on privacy to discuss. To incorporate digital technology use a polling/voting tool (Google Forms, Microsoft Forms) to get an overview of students responses and get a representation of what percentage of the class respond yes or no to each of the following questions and prompt discussion points.

- NO.1** Is your social media account public?
- NO.2** Do you add people as “friends/followers” that you don’t really know?
- NO.3** Do you know what apps installed on your phone have access to your information (photos, contacts, email address)?
- NO.4** Is your location settings switched on?
- NO.5** When you click agree to a website or apps ‘terms and conditions’ do you read them first or are you aware of what you are agreeing to?
- NO.6** Do you regularly tag your location when posting on social media?
- NO.7** Do you know who can view/access your photos on your social media profile?
- NO.8** If you receive a message from someone you don’t know, do you open it?
- NO.9** Do your friends regularly tag you in posts including memes, articles, photos on social media?

After a short time, ask each group to report back their thoughts to the class. Point out to students that if you answered yes to any of these then they may not have as much control over their privacy as they might think. In summary, ask students to consider all the keywords, which have been collected around this discussion on privacy, and to note any which may have surprised them.

Step 5

Next distribute the worksheet Caoimhe’s InstaFace to the groups and go through the instructions with students. They are to highlight safe and unsafe features of this profile (using different coloured pens or pencils). This fake social media account has been created to stimulate discussion about students’ privacy online and consider safe and potentially unsafe behaviours on social networking platforms. Some questions to ask students to consider while reviewing Caoimhe’s profile:

- NO.1** What types of personal information is it important to keep safe/private online?
- NO.2** What type of information is okay to share publicly?
- NO.3** How long can your personal information stay online?
- NO.4** How can you protect your personal information and privacy online?

Step 6

Take feedback from pupils on the safe and potentially unsafe features that they have identified from this profile. Note sample responses below.

Safe and responsible social network use	Potentially unsafe or inappropriate features
<ul style="list-style-type: none"> — Use of a cartoon image as profile picture. — Some personal information has been limited (e.g. no year given in birthday). — Caoimhe questions how she knows someone who has messaged her (“Erm, do I know you?”). — Evidence of Caoimhe helping a friend to report online (Rebecca Hanrahan) — Caoimhe uses the site to post positive things that make her happy, such as her pet dog. — Caoimhe does report and block Thomas Mac after requesting to video chat. 	<ul style="list-style-type: none"> — Caoimhe uses her full name. — She reveals her general location in her bio and where she goes to school (Mayo Girl). — She reveals the full name of her best friends in her bio (“that means you Síofra Duffy and Kate Casey”). — She reveals another social media profile name and encourages people to add her in her bio (Add me on Snapchat: Caoimhebyrne06). — It is unlikely Caoimhe knows all the friends she has added (834 friends). — She has lots of other photos (3457). — She has added someone she doesn’t know (Thomas Mac). — Caoimhe reveals her location with those who can access her profile (potentially lots of people who she doesn’t know as previously suggested) by checking in to the park. — She also reveals this is very close to where she lives (“The view outside my bedroom window this morning.”). — She has all her settings on public view – her posts, pictures and location can be viewed by everyone.

Homework:

With the collection of terms around privacy in mind, ask students to complete the homework worksheet *Is my Life Private?*

The worksheet is designed to be completed each day for one week in which students consider all the ways they may be putting their privacy at risk.



Worksheet 4.5

Caoimhe's InstaFace

This is Caoimhe Byrne's InstaFace profile. You are to investigate Caoimhe's profile and highlight for her what is safe and what could be potentially unsafe behaviours when using her InstaFace account. Highlight the safe and unsafe features of Caoimhe's profile (using different coloured pens or pencils) and help her stay chat wise online.

www.instaface.com

if instaface

Caoimhe Byrne
Bio
 Mayo Girl – Shout out to my SMC girls that means you Siofra Duffy and Kate Casey. Love my doggies. #Mayo4Sam
 Add me on Snapchat: Caoimhegbyrne06

School: St Mary's College, Belmullet, Co. Mayo
Hometown: Belmullet, Co. Mayo
Friends: 834 friends
Relationship Status: Single
Birthday: 18th October

Photos: 3457

Notifications

- Caoimhe liked Jane's pic
- Caoimhe reported Thomas Mac
- Caoimhe blocked Thomas Mac
- Thomas Mac sent a friend request
- Message from Thomas Mac
- Thomas Mac liked your post

Privacy Settings
 Review important privacy settings

1. Reporting and blocking
 Who can send friend requests?
 Everyone Friends of friends

2. Manage your location settings
 Who can see your location?
 Everyone Custom Friends OnlyMe

3. Control who sees what you share
 Who can see your profile?
 Everyone Friends Only Only Me

News Feed

Caoimhe Byrne
 The view outside my bedroom window this morning. So lucky!

Liked by Thomas Mac, Siofra Shaw, Kate Higgins and 15 others

Messages

Rebecca Hanrahan TODAY AT 14:30
 Thanks for helping me report those comments!

Thomas Mac THU AT 22:10
 Thomas Mac sent you a friend request.

You and Thomas Mac are friends on InstaFace. Sayhi!

Thomas Mac
 Your dog is very cute just like you! Fancy video chatting?
 ↳ Caoimhe Byrne – Erm...do I know you?

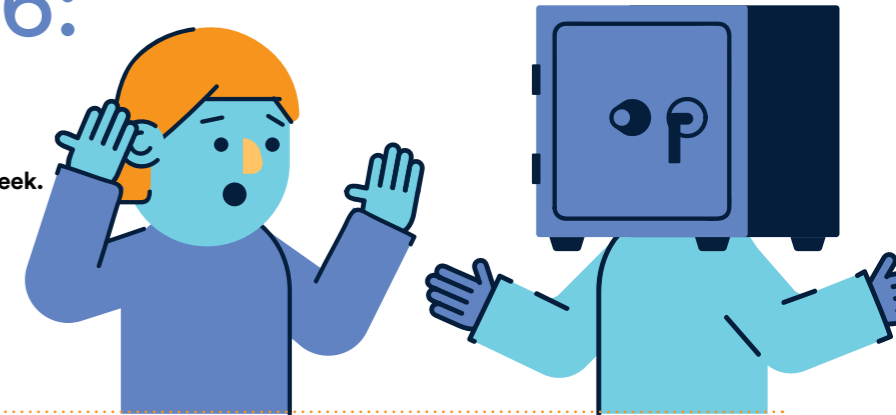
Thomas Mac
 No but add me on Snapchat: Thomas is the Mac and I can share some great tips on how to get to Level 20 on Robio Warrior

Thomas Mac is blocked

Worksheet 4.6:

Is my Life Private?

Complete this reflection activity for each day this week. Note any way in which you could have potentially put your privacy at risk this week.



Day 1: _____ I joined a new online game and set my profile to public. I have added lots of people I don't know so I always have someone to play against whenever I am online.

Day 2: _____

Day 3: _____

Day 4: _____

Day 5: _____

Day 6: _____

Day 7: _____

Module 5:

Publishing Online – Project Based Assessment

Core concept:

Students will investigate the challenges and solutions digital media presents in our community and assess the impact that digital media has on the individual and society. This will be a group, project-based assessment to explore the themes and topics covered in the previous modules and will support the assessment element of the short course.

Key Learning for Students:

Students will be able to identify and critique the role of digital media in our society and the impact on the individual.

Learning Outcomes:

Digital Media Literacy Short Course:
Strand 4: Publishing myself.

- 4.5 publish an item online presenting their views on a subject or topic that is relevant to their lives
- 4.6 demonstrate an appropriate method for citing and referencing online-sourced material accurately
- 4.7 document the planning and research history of the published work

Cross curricular links:

SPHE Year 2 Influences and Decisions

- have further developed their decision-making skills and be aware of the need for reflection during the decision-making process.

SPHE Year 3 Communication Skills:

- have further developed their communication skills
- appreciate that criticism can be helpful

Methodologies:

Inquiry-based learning, discussion, brainstorming, establishing key words and key messages; active learning; group work, project-based learning

Project-Based Assessment:

Each of the tasks demonstrates engagements with learning outcomes across all four strands. Students are to work in groups of three and chose one of the four tasks to complete. Each of the tasks is based on topics and themes covered throughout the previous four modules. They provide a certain amount of freedom for students to pursue topics that are of interest/relevance to their lives within each of the areas. It is envisaged that students will provide evidence of their learning in a variety of ways, including digital media, audio recordings, video, presentations and written pieces. It is recommended that student work is recorded and captured throughout the programme using digital portfolios through the school VLE or via Google or Office 365. This work will be useful for students when undertaking the project-based assessment.

Many of the teaching and learning activities outlined in this resource support formative and summative assessment tasks, with opportunities for self- and peer-assessment, as well as opportunities for teachers to give individualised feedback to learners.

Inclusive assessment:

As noted in the Digital Media Literacy Short Course Specification below (pg. 16), accommodations must be made for students with special educational needs inclusive assessment practices mean that accommodations e.g. the support provided by a special needs assistant or the support of assistive technologies must be made for students with SEN who may require it depending on their needs to fully participate and achieve in assessments.

“Accommodations which enable all students to access curriculum and assessment are based on specific needs. For example, a student who cannot physically type may use free dictation software to complete ongoing assessments and the Classroom-Based Assessment. Equally, a student who cannot speak may sign/draw/write/type/create visuals and subtitles to present and communicate ideas. A student with a specific learning difficulty may benefit from having learning tasks and activities presented in a different way. Comprehensive guidelines on inclusion in post-primary schools are available here and guidelines for teachers of students with general learning disabilities are available here.”

Important Note for

Classroom-Based Assessment

While the Connected resource covers a broad range of learning outcomes from each strand of the Junior Cycle Digital Media Literacy short course, it does not cover them all. The assessment tasks outlined in this module are intended as an assessment of the themes and topics covered in this resource. However it is possible that the assessment tasks outlined here can lend themselves to the completion of classroom-based assessment tasks. Please note, as part of the Classroom-Based Assessment, students should encompass an awareness of how to remain safe online, how to respond to potentially harmful situations, the benefits and risks of social networking, and how to be a respectful and responsible online citizen.

If you are intending to use these assessment tasks for the classroom-based assessment of the Digital Media Literacy short course, it is advised you consult the following:

Junior Cycle Digital Media Literacy short course Guidelines for the Classroom-Based Assessment
www.curriculumonline.ie/getmedia/16df81a9-1fe0-43ec-a6b1-50660f9c612e/DML_AssessmentGuidelines_Feb2017.pdf

Short Course Digital Media Literacy Specification for Junior Cycle
www.curriculumonline.ie/getmedia/71b6b946-971b-4003-8bfa-028932cc4daa/NCCA-JC-Short-Course-DML.pdf

As the Junior Cycle Digital Media Literacy short course Guidelines for the Classroom-Based Assessment outlines:

“The final project is a significant piece of work presented/published in an appropriate digital format. The student (or group of students) will identify a topic that is of interest to them. This topic can come from within any of the four strands or from something that the students have a personal connection with. The topic might also arise from interests of a cross-curricular nature, e.g. from CSPE, SPHE and Coding. On completion, the project could be presented or published as a web page, a blog, a podcast, an oral presentation with supporting text/images, a wiki, a school resource or any other appropriate digital mode.”

It is recommended that this assessment be completed over approximately six to eight hours of class time towards the end of the course. The early stages of preparation might include researching and establishing the particular area of interest, identifying the aims and goals of the project and the method of presentation or publication to be employed. It may necessitate visiting or interviewing experts from within and beyond the school, and may involve accessing content in different formats to ensure depth of understanding. Where these and other sources are used, it will be necessary to demonstrate appropriate and accurate referencing protocols. Students might be given the opportunity to present elements of their project to a suitable audience and appropriate format on completion of the work.

As part of the Classroom-Based Assessment, students should include reflections and comments on their experience of engaging with and communicating through online activity. For example, this reflection could encompass awareness of how to remain safe online, how to respond to potentially harmful situations, the benefits and risks of social networking, how to be a respectful and responsible online citizen and ways in which you can become an active citizen online.

The student could ask themselves questions such as:

- What personal information was a website/social media site looking for?
- What were the privacy settings for a particular chat site/website?
- How easy was it to navigate the website?
- What level of bias was the website presenting?
- How can I verify the information that I accessed on any website?
- What are the laws in Ireland on publishing content online and how do these laws compare to other countries?
- How do I report online bullying or intimidation?
- Was the content I was looking for easy to access?

While these reflections can be developed over the duration of the course, they should be incorporated into the final project and form part of the final presentation/publication in the format that is seen as most suitable and appropriate for capturing its essence.”

For assessing the tasks we recommend teachers use the assessment rubric outline in the Guidelines pgs. 12-13: *“Deciding on the level of achievement”*

Features of Quality

Key Features of Quality in support of student and teacher judgement for the Classroom-Based Assessment are described here. The Features of Quality are the criteria used to assess the student work as best fitting one of the following Descriptors:

Exceptional describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.

Above expectations describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment very well. The student shows a clear understanding of how to complete each area of the task. Feedback from the teacher might point to the necessity to address some aspect of the work in need of further attention or polishing, but on the whole the work is of a high standard.

In line with expectations describes a piece of work that reflects most of the Features of Quality for the Classroom-Based Assessment well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.

Yet to meet expectations describes a piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features of Quality. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.”

Source – Junior Cycle Digital Media Literacy Short Course Guidelines for the Classroom-Based Assessment.

Features of Quality: Digital Media Literacy: Final Project

Exceptional

Excellent understanding and use of the chosen digital format is demonstrated. A very high level of creativity and originality is evident in the presentation/publication. There is an excellent awareness of the ethical/legal issues around the respectful use of digital media texts. Communication is very clear and convincing, displaying a comprehensive knowledge of the topic.

Above expectations

A high level of understanding and use of the chosen digital format is demonstrated. A high level of creativity and originality is evident in the presentation/publication. There is a very high level of awareness of the ethical/legal issues around the respectful use of digital media texts. Communication is clear and convincing, displaying a very high level of knowledge of the topic.

In line with expectations

A good understanding and use of the chosen digital format is evident. A reasonable level of creativity is evident in the presentation/publication. There is good awareness of the ethical/legal issues around the respectful use of digital media texts. Communication is clear for the most part, displaying a good knowledge of the topic.

Yet to meet expectations

Limited understanding and use of the chosen digital format is displayed. The presentation/publication lacks creativity. The presentation shows little awareness of the ethical/legal issues around the respectful use of digital media texts. Communication is haphazard or poorly sustained and displays limited knowledge of the topic.

Project Based Assessment Tasks

Students are to work in groups of three (if appropriate) and choose one of the five tasks below to complete. Each of the tasks is based on topics and themes covered throughout the previous four modules. They provide a certain amount of freedom for students to pursue topics that are of interest/relevance to their lives within each of the areas. Web tools are recommended within each task description but this is not to be restrictive or seen as an endorsement by Webwise but rather for information purposes – if students are aware or wish to present their project using an alternative tool or digital media they are free to.



Task 1

Create a video campaign that raises awareness of an issue that deals with online wellbeing and provides information on how to deal effectively with the issue. For example, cyberbullying, dealing with digital stress, asking for consent before sharing personal information, images videos of others, etc. For the video campaign to be effective students will need to:

- Make your audience aware of the issue
- Show your audience why they should care about the issue
- Give your audience clear steps they can take to do something about the issue.

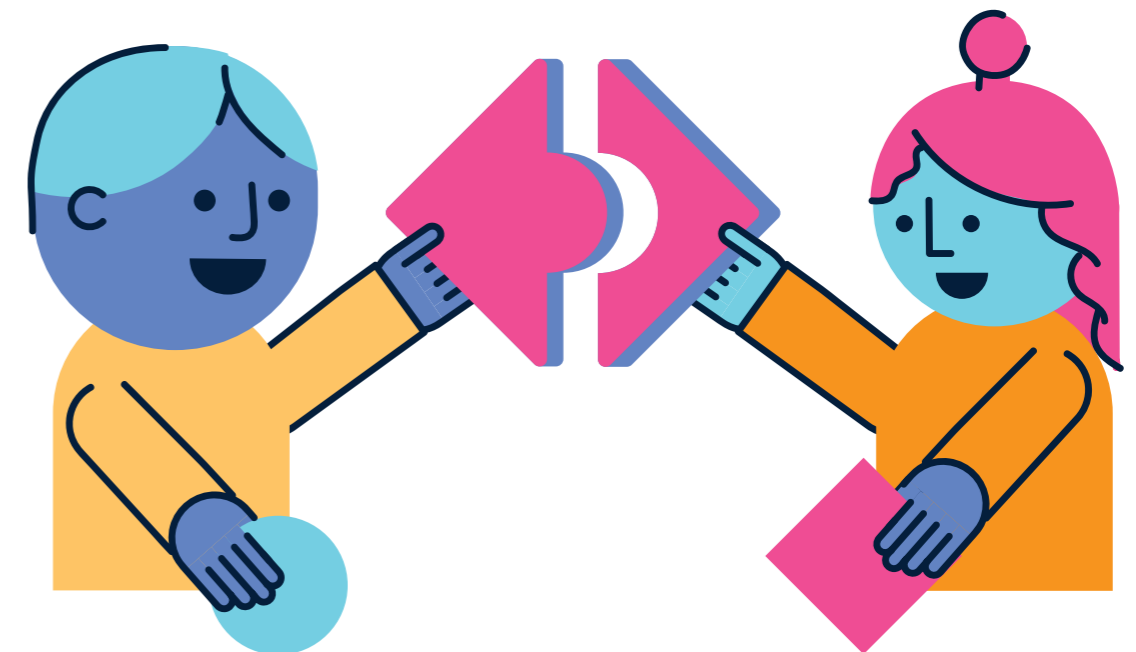
The video campaign is designed to be spread on social media so students will also need to explain: their choice of target audience, what social media platform they chose to reach this target audience and why e.g. what features does it have that you think will be most effective in reaching this target audience and why.



Task 2

Plan, publish and evaluate their own online campaign to raise awareness about a digital rights issue of concern to them. For example, the right to freedom of expression e.g. regulating speech that incites intolerance or violence online; the right to privacy e.g. the issue of greater transparency on social media platforms terms and conditions, and providing clear guidelines on how they use citizens data. Commenting on relevant ethical/legal issues arising from relevant digital media sources; reflecting on any opinion or behavioural change as a result of engagement with this issue; and, also commenting on the implications of this issue for young people in Ireland.

Students could use free website builders www.weebly.com or www.wordpress.com and Change.org www.change.org to create a petition online for free.





Task 3

Investigate how filter bubbles can influence people's views and behaviours.

Students are to use a recent event (general elections, referendums and controversial events/current affairs provide a good starting point) as a case study to explain how filter bubbles can influence people's views, attitudes and behaviours. Students should discuss:

- How big a factor do you think filter bubbles are in influencing people to create/share hateful content?
- What other factors may contribute to this?
- Does the media contribute to the creation of filter bubbles? If so, why and how?

Students are to carry out research into recent news stories about filter bubbles or where this phenomenon may have played a part in influencing opinion and behaviour. Students have the option of presenting their report as a newscast or a newspaper article. If creating a newscast, students can use cameras, phones or any other device with video capacity and use one of the following to make the final product:

- iMovie for iOS (Mac)/ iPad
www.support.apple.com/en-ie/imovie
- Movie Maker
www.support.microsoft.com/en-ie/help/18614/windows-essentials
- Wevideo
www.wevideo.com
- FilmoraGo App
- Adobe spark
www.spark.adobe.com

If creating a newspaper students can use one of the following online resources:

- Crayon
www.crayon.net
- Newspaper Club
www.newspaperclub.com/create/arthr
- Newspaper Generator
www.newspaper.jaguarpaw.co.uk

If using the newspaper front page template, they should write a headline (or record an existing headline of a story) for their chosen news story and provide a detailed paragraph summarising what they have found out about the effect of filter bubbles.

Task 4

Design an online survey to find out about the levels of awareness about Big Data i.e. their data footprint, how this data is generated by companies and used to make a profit through targeted advertising, or attitudes towards terms and conditions on apps, platforms, social media, services and websites they use.

Publish the results of this survey, demonstrating awareness of the rights of survey participants, the purpose of the survey, the intended audience, and accessing different platforms to disseminate the information. Include a recommendation about how awareness could be raised amongst students on their data footprint.

The results of the survey and recommendations should be presented using appropriate visuals/graphics/ images/infographics and all stages of planning and research should be clearly documented. Students can use any online form generator that the school may be using either through their VLE or another source.

Task 5

Publish a policy on the school website on smartphone or social media use in your school.

Suggestion: Use an online survey tool to capture attitudes on smartphone use in the school from the school community; students, teachers, parents, etc. The published material on the website should detail the positive impact and challenges social media/smart phone brings. Material can include infographics, videos and a student friendly charter to communicate the policy.



Appendices



Appendix 1 Sample Ground Rules

The Connected Programme encourages exploration and debate around a series of trending technology topics and issues. It is advisable to establish some ground rules to facilitate respectful debate in the classroom. Here are some sample ground rules:

- NR.1** Show respect to everyone.
- NR.2** Give everyone a chance to speak.
- NR.3** Listen actively and attentively to everyone.
- NR.4** What is shared in class, stays in class. Ask for clarification if you are confused.
- NR.5** Do not interrupt one another. Challenge one another, but do so respectfully. Critique ideas, not people.
- NR.6** Do not offer opinions without supporting evidence.
- NR.7** Avoid put-downs (even humorous ones).
- NR.8** Take responsibility for the quality of the discussion.
- NR.9** Build on one another's comments; work towards shared understanding.
- NR.10** Always have materials needed for class in front of you.
- NR.11** Do not monopolise discussions. Use I statements: I think, I feel, I believe.
- NR.12** Don't give examples of your own experience or examples of what has happened to others.
- NR.13** Everyone has the freedom to change their opinion based on reflective discussion.
- NR.14** If you are offended by anything said during discussion, acknowledge it immediately.

Leading class discussions

There are many opportunities for discussion within each module. Discussions are designed to allow students to explore rights, responsibilities and ethics around digital technology. To help promote inclusive and respectful discussion consider:

- Using open-ended questions – ask for clarification, examples and definitions
- Balance student voices by using a token system to encourage all students to contribute – for example use a ball to select responses
- Model curiosity to help provoke discussion for example – I am curious why you think.
- Bring discussions to a close by wrapping up with two or three key points

Sample Questions that help provoke discussion

- What is a good example?
- Can you imagine a world without (internet, social media, smartphones)?
- What do you think about?
- What concerns you about?
- What do you like about?
- What are the benefits/drawbacks of?

Appendix 2

Additional Resources

BBC iReporter

Students take on the role of a journalist covering a breaking news story in the BBC iReporter game. The game encourages students to explore and discuss the importance of checking sources, which sources to trust or not and the benefits and pitfalls of using social media to gather information.

www.bbc.co.uk/academy/en/articles/art20180312172633077

BBC Young Reporter

BBC's journalism and media project encouraging young people aged 11-18 to share their stories and get their voices heard. Lessons and helpful advice articles for students on topics such as data, social media and recognising false information can be found within the Real news section.

www.bbc.co.uk/academy/en/collections/youngreporter#

Be Media Smart

To make good choices, we need reliable information. The Be Media Smart campaign has been developed by Media Literacy Ireland and is supported by a range of organisations across Ireland to help people tell the difference between reliable and accurate information and or deliberately false or misleading information. Be Media Smart provides advice, information and resources to help evaluate information.

www.bemediasmart.ie

Cloud Control

This resource was developed by Junior Cycle for Teachers in collaboration with RTÉ and the Broadcasting Authority of Ireland (BAI) and explores key learning and issues raised in the documentary 'Cloud Control'. The documentary was supported by funding from the BAI and Science Foundation Ireland and the documentary was presented by Anne Marie Tomchak. It is designed to support teaching and learning in CSPE, SPHE and Digital Media Literacy and may be used to provide the wellbeing programme in post-primary schools.

www.rte.ie/learn

Childnet Digital Resilience

Digital resilience is a key skill that we want young people to develop. Whilst going online can be incredibly fun and enjoyable there can also be times when a young person can feel upset, not good enough or left out. This lesson aims to look at the positive and negative experiences young people have online, consider the impact they may have and devise ways to build digital resilience.

www.childnet.com/resources/digital-resilience

CompSci.ie

CompSci.ie is a website portal dedicated to Computer Science resources for teachers in Ireland. It is a collaboration between the PDST Computer Science team, Scoilnet and the Department of Education & Skills. Any teacher registered with the Teaching Council can register for a Scoilnet Account and add resources. You can also search for resources without registering on the website.

www.compsci.ie

The Data Protection Commission (DPC) 'Know Your Rights and Have Your Say'

The DPC has created a pack of consultation materials, including a specially created lesson plan on personal data and data protection rights in the context of social media. These consultation materials aim to help teachers to explore with their students the concept of personal data and data protection rights in a social media context. Materials can be accessed here:

www.dataprotection.ie/en/news-media/know-your-rights-and-have-your-say-stream-two-dpcs-public-consultation-processing

Digital Citizenship Education Handbook

The Digital Citizenship education handbook offers information, tools and good practice to support the development of digital citizenship competences. These competences comprise the values, attitudes, skills and knowledge and critical understanding necessary to responsibly navigate the constantly evolving digital world, and to shape technology to meet our own needs rather than to be shaped by it. The handbook includes resources and supports for educators to lead lessons on topics including rights online, well-being and media literacy.

rm.coe.int/digital-citizenship-education-handbook/168093586f

Scoilnet

Scoilnet is the Department of Education and Skills (DES) official portal for Irish education. Scoilnet collaborates with practising teachers to maintain and manage the content on the website. Scoilnet.ie contains a database of over 20,000+ online resources tagged to the curriculum including websites, quizzes, lesson plans, notes, video/audio, games and other multimedia.

In addition to resources shared by teachers Scoilnet also licenses content from the Irish Times Online and the Irish Newspaper Archive (over 70 national and regional publications). Both of these services are free to access within the Schools Broadband Network. Scoilnet also provides open access to World Book Online from anywhere in the Republic of Ireland.

www.scoilnet.ie

The UP2US Anti-Bullying Kit

This Junior Cycle SPHE resource aims to empower post-primary students to address bullying, in particular cyber bullying, in their local communities. The lessons attempt to engage students on cyber bullying using active and engaging methodologies and updated, relevant information. In the kit you'll find activities for addressing bullying, colourful stickers and supplies for creating interactive poster campaigns. Also included is the #Up2Us Anti-Bullying Teachers' Handbook with Junior Cycle SPHE lesson ideas.

www.webwise.ie/up2us-2

The Yes Project

The Yes Project is a new digital and social health program encouraging young people to act as positive leaders and supportive friends in all their social spaces, especially online. The program helps spark proactive conversations between young people about their digital lives and practices, ultimately improving on them.

www.esafety.gov.au/education-resources/classroom-resources/yes-project

Appendix 3

Reflection Worksheet

3-2-1 Reflection Activity

Use the chart below to sum up what you have learned.

Three: record three things you learned.

Two: record two things that you found interesting and would like to learn more about.

One: record one question you still have about the material.

<p>3 Things I learned today</p> 	<p>1. _____</p> <p>_____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>_____</p>
<p>2 Things I find interesting</p> 	<p>1. _____</p> <p>_____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>_____</p>
<p>1 Question I still have</p> 	<p>1. _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Appendix 4

Glossary of Terms

App:

An app (application) is a software program. An app typically refers to software used on smartphones, tablets or other mobile devices. Some apps are free while others must be bought.

Algorithm:

a process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer.

Artificial Intelligence: The ability of a computer program or a machine to think and learn.

Big Data:

Big data refers to large amounts of information (created by people or generated by machines e.g. GPS signals, purchase records, satellite imagery, sensors gathering climate information, etc) that require computer programs to process this data into smaller chunks of information that we can understand more easily.

Cookies:

A cookie is a tiny file that's stored on your computer. It allows websites to keep track of what you're doing when you visit their site e.g. if you've visited the site before, how long you spent on each page within the site, what links you click.

Clickbait:

Refers to the headlines used in articles and video titles you see on the internet. These headlines are designed to get you, the reader, to click on the link and visit the website or watch or subscribe to the video channel. The headline may not reflect the contents of the article. Clickbait stories use sensationalist headlines to grab attention and drive click-throughs to the publisher website, normally at the expense of truth or accuracy.

Data:

Facts, figures, information collected together and stored in or used by a computer.

Deepfakes:

Deepfakes are fake videos created using digital software, machine learning and face swapping. Deepfakes are computer-created artificial videos in which images are combined to create new footage that depicts events, statements or action that never actually happened. The results can be quite convincing. Deepfakes differ from other forms of false information by being very difficult to identify as false.

Digital Resilience:

Digital resilience is the ability to bounce back from difficult times online over time. Resilience is the ability to recover from setbacks. It is ok to feel sad, angry, happy, worried...it is how we respond and adapt that is key.

Digital Stress:

Digital stress means stress or worry that we have from using digital devices (e.g. smartphones, laptops, tablets, game consoles, etc.) and digital media (e.g. social media, online games, messenger apps, etc.).

False Information:

News, stories or hoaxes created to deliberately misinform or deceive readers. The story itself is fabricated, with no verifiable facts, sources or quotes. It's possible that some elements are true but it is presented in a false way.

Filter Bubble:

"Filter bubble" refers to a phenomenon that occurs with many of the websites that we use: platforms such as Google and Facebook use algorithms based on our search history and personal information to personalise and tailor content, services and advertisements to us. This means that different users using the exact same search or scrolling through a news feed on social media can see different content. This type of content tends to reflect our own likes, views, and beliefs, therefore isolating us from different views and opinions.

Appendix 5

Safety Checklists

General Data Protection Regulation (GDPR):

An EU law on data protection and privacy which gives all individuals within the European Union rights to know how their data is being used and why.

Influencer:

A person who has gained a large following on social media by establishing credibility or popularity in a specific industry e.g. beauty, travel, fitness, micro-celebrities, etc. They have the ability to influence their audience to buy products or services by promoting or recommending the items on social media.

Personal Data:

Your personal data is any information that relates to you personally or would identify you. For example, when you provide personal data to create a social media account – that company has a duty to comply with data protection laws and regulations which limit what they can do with your personal data.

Platform:

In this case refers to a base upon which social media services and technologies are developed including features such as news feeds, friends/followers, ability to message, upload videos/pictures to message.

Targeted Advertising:

When apps or websites use your personal data, (e.g. social media, browsing, consumer history) information they have collected about you to show you certain types of advertisements for products they predict you will like. Targeted advertising means we don't have to pay for services like Gmail or Instagram. However, it also raises a number of ethical questions which continue to be debated today.

Online Safety Tips for Parents and Teachers

On pages 98 and 99 we have created a list of helpful online safety tips for teachers and parents. For more advice and information go to:

Webwise Teachers: www.webwise.ie/teachers

Webwise Parents: www.webwise.ie/parents



ONLINE SAFETY CHECKLIST FOR TEACHERS



1. GET INFORMED

Get started by familiarising yourself with the school Acceptable Use Policy (AUP). Keep up to date with trends and issues via webwise.ie



2. FREE RESOURCES

Introduce online safety into the classroom using the FREE Webwise Resources. Lessons cover topics including cyber-bullying, image-sharing and more.



3. SAVE THE DATE

Get students involved in online safety by signing up for Safer Internet Day, celebrated every February. webwise.ie/saferinternetday



4. INVOLVE PARENTS

Introduce parents to the webwise.ie/parents hub or host an online safety evening for parents using the Webwise Parents talks.



5. PRIVACY CHECK

Everyone has a right to privacy, help protect yourself online by doing regular privacy checks and keep up to date with advice from webwise.ie/teachers.



6. LEAD BY EXAMPLE

Modelling good behaviour is one of the most powerful ways to educate young people. For more information and details on further training and support visit: webwise.ie/teachers.

Visit webwise.ie for more expert advice, support and FREE resources



An Roinn Oideachais agus Scileanna
Department of Education and Skills





ONLINE SAFETY TIPS FOR PARENTS



1. GET INFORMED

Get started by visiting webwise.ie/parents. You'll find expert advice, how to guides, explainers and helpful talking points for parents.



2. HAVE THE CHAT

Have regular conversations with your child on the important things to look out for online and any potential risks.



3. AGREE RULES

Agree on a clear set of rules in your home about internet use and around screentime. Remember the importance of a healthy balance!



4. ASK FOR HELP

Reassure your child that they can always come talk to you about anything that comes up online.



5. LEAD BY EXAMPLE

Do as you say! Modelling behaviour is the most powerful way you can influence your child's behaviour!



6. JOIN IN

The Internet is a great resource for children! Play your child's favourite computer game and discover the online world together.

Visit webwise.ie/parents for more expert advice, support and resources



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Department of Education and Skills



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Connecting Europe Facility

About us

The Webwise initiative is part of the PDST Technology in Education team. This team promotes and supports the integration of Digital Technologies in teaching and learning in first and second level schools in Ireland. The main functions of PDST Technology in Education is the provision of a range of ICT-related supports to schools including ICT policy development, advice, professional development, content and exemplar functions.

The PDST is a cross-sectoral support service managed by Dublin West Education Centre (DWEC) under the remit of the Teacher Education and ICT Policy sections of the Department of Education and Skills (DES) and offers professional development support to primary and post-primary teachers and principals. The work of the PDST contributes to school improvement by providing high quality CPD on curricular and educational issues and by fostering reflective practice and ongoing development among teachers.

PDST was established in September 2010 as a new, generic, integrated and cross-sectoral support service for schools. The establishment of PDST marked the culmination of an amalgamation of a number of stand-alone support services. Today, PDST encompasses the supports previously supplied by other support services and programmes, including the National Centre for Technology in Education (now known as PDST Technology in Education).

PDST Webwise also works closely with the Health and Wellbeing team in the PDST. This team provides supports for school leaders and teachers in prevention and intervention for bullying. They also support the implementation of SPHE in primary and post-primary schools.

Historically, the National Centre for Technology in Education (NCTE) had been a partner in a succession of EU funded Safer Internet Programmes since 2000. The NCTE set up the PDST Webwise initiative in 2005 to act as the Irish national internet safety awareness centre funded by the EU Safer Internet Programme and the Department of Education and Skills. PDST Webwise has been the Irish member of the Insafe network ever since. The role of the national awareness centre has been to promote a safer, more effective use of the internet by children in Ireland.

The Safer Internet Ireland Centre provides safer internet awareness, Hotline and helpline functions and activities as the Safer Internet Centre for the Republic of Ireland. Awareness raising is carried out by the PDST through its Webwise initiative.

The project is a consortium of industry, education, child welfare and government partners that provide Safer Internet awareness, hotline and helpline functions and activities for the Republic of Ireland. The Professional Development Service for Teachers (PDST) through its Webwise initiative, Childline, the National Parents Council, and the Internet Service Providers Association of Ireland are the partners in the consortium. The project is coordinated by the Department of Justice to develop national initiatives promoting the safer use of electronic media and enhance protection of the vulnerable, particularly children, against the downside of the Internet. This consortium builds on the experience gained from the previous highly successful but independently run Safer Internet projects.

Webwise is a member of the National Advisory Council for Online Safety (NACOS). The National Advisory Council for Online Safety is a forum for non-governmental, industry, and academic stakeholders to discuss online safety issues.

The Council was formed as part of the Action Plan for Online Safety 2018-2019. The Council has 20 members and a chairperson. The membership of the Council is drawn from children's and parents' organisations, major online platforms, and experts on online safety issues.

Webwise is a key educational resource identified in the Government Action Plan for Online Safety.



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