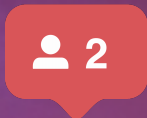


Junior Cycle SPHE (1st Year)



MY ONLINE WORLD

Teacher Booklet



NCCA

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National Council for
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Introduction



The five lessons in the 'My Online World' unit are designed to support teachers in planning learning and teaching for first year students. The lessons are linked to the following learning outcomes in Strand Two: Making healthy choices in the Junior Cycle Social, Personal and Health Education (SPHE) short course (2023).

Students should be able to

Awareness

2.7 assess the benefits and difficulties associated with their online world and discuss strategies for dealing with a range of scenarios that might arise

Dialogue

2.8 discuss how to share personal information, images, opinions and emotions in a safe, responsible and respectful manner online and in person

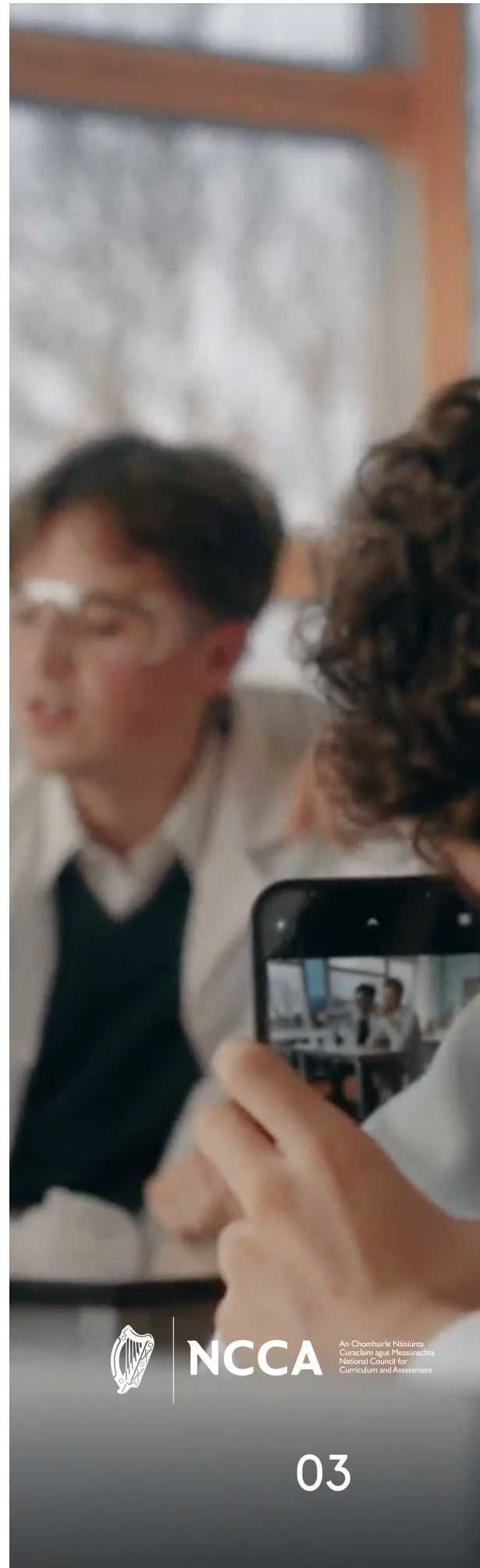
Reflection and action

2.9 examine why young people share sexual imagery online and examine the risks and consequences of doing this

About this unit of learning

Each lesson addresses at least one learning outcome (2.7, 2.8, 2.9 - see p.2), and due to the nature of SPHE, there may also be opportunities to address additional learning outcomes in Strands 1, 3 and 4. In line with the three cross-cutting elements that support effective teaching and learning in SPHE, these lessons support students to become more self-aware and aware of others, include opportunities for classroom dialogue, and prompt students to reflect. Lessons are supported by complementary PowerPoint slides available at:

www.webwise.ie/myonlineworld/.



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SPHE teaching and learning strategies

In the SPHE classroom, dialogue requires careful facilitation. It is recommended that you draw students' attention to the class contract before starting the lesson. Do not assume that students have the skills needed for respectful dialogue and listening. You may occasionally need to remind students to be mindful of their language when communicating with others. Make the following sentence starters visible in your classroom as a helpful prompt for students.

- I believe...
- I feel ...
- I agree/disagree and this is why...
- That's an interesting idea!
- I respect that others think this but I think differently because...
- I know some people might say ... although I see things a bit differently ...
- Do I understand you correctly, are you saying....?
- I'm not sure what you mean. Can you say a bit more about that?

[See NCCA Effective Pedagogical Approaches in SPHE.](#)

The unit incorporates options for integrating digital technology, so students have the opportunity to gain the knowledge and skills they need to successfully navigate the digital world. In this way, this unit contributes to meeting the requirements of Pillar 1 of the Digital Strategy for Schools 2027, *Supporting the embedding of digital technologies in teaching, learning and assessment.*

Every classroom is different and in suggesting learning and teaching strategies, we are not suggesting that every class should be taught in a prescribed or uniform manner. Teachers will exercise professional judgement in choosing the strategies best suited to supporting their students in achieving the learning outcomes, conscious of their students' particular developmental stage, abilities, interests, needs, backgrounds and available facilities.

Lesson 1: My Online Experience

Learning Outcome 2.7: students should be able to assess the benefits and difficulties associated with their online world and discuss strategies for dealing with a range of scenarios that might arise.

In this lesson, students participate actively in a discussion outlining the benefits and challenges associated with their online world. They practice help seeking behaviour by researching a safe and age appropriate Irish web resource:

Webwise.ie.

Teacher Note

In this lesson, it is important that equal balance is given to the benefits and challenges associated with the online world. Focusing solely on the negative aspects of the online world can create a gulf of understanding between you and your students.

Activity 1

Activity 1 includes two options. Teachers should choose the option that will best suit their classroom context.



**Set-up:**

Display 'Agree,' 'Don't know' and 'Disagree' signs (see Appendix 1) in that order along one wall of the classroom.

Steps

1. Explain that the three signs represent a spectrum of opinion. Students can place themselves anywhere along the spectrum. For example, if they are not fully sure, they don't have to choose 'Agree', they can stand between 'Don't know' and 'Agree' to represent their current position.
2. Ask students to stand in the middle of the room and read the first statement (see p.7) aloud.
3. Invite students to stand at the point on the 'Agree,' 'Don't know' and 'Disagree' spectrum that most closely represents their current point of view with regards to the statement.
4. Ask open questions as a way of encouraging students to explain why they are standing in a particular place.
5. Invite students to move if they hear something that changes their opinion.
6. Repeat steps 3-5 for each walking debate statement.

If you find that the entire class share a similar point of view in relation to any statement, you can represent alternate perspectives to draw out the discussion. Make sure to give students enough time to think, move and explain their stance throughout the activity.





Walking Debate Statements

- The online world is an essential part of daily life for young people.
- Young people use the online world differently to older people.
- Being online is fun.
- People spend too much time online.
- Using the internet helps with studies.
- Phones distract from studies.
- You can say whatever you want on the internet.
- Social media helps create and sustain friendships.
- Social media can cause problems in friendships.
- It can be hard to tell what's factually true online.

Reflection



Invite each student to respond to the following question and then complete the two stem sentences below:

- Did you find it easy to respond to the walking debate statements?
Why/not?
- One good thing for me about the online world is...
- One challenging thing for me about the online world...

Activity 1

Steps

1. Divide the class into pairs.
2. Using a digital platform, such as Mentimeter or Jamboard, ask students to identify one benefit and one challenge of the online world for young people their age.
3. Invite students to use the discussion prompts (see p.4) to facilitate a class dialogue around this topic.

Option 2: Digital Dialogue



Teacher note:

It is important to depersonalise this activity by saying "young people your age" and not asking them to answer from their own personal perspective. In this way, you are encouraging students to think critically about the topic. Ask each pair to identify two benefits/challenges contributed by others that are different to their own that they agree with.

Activity 2

Strategies for managing their online world



Set up: This is a help seeking activity aimed at building students' health literacy. It requires sufficient devices with internet access for students to share in groups of 3 to 4.

Steps

1. Divide students in groups of 3 or 4. To help students to stay on task, it may be helpful to allocate group roles, such as facilitator, time keeper, recorder, fact checker etc.
2. Display the mixture of positive and negative scenarios on p.10.
3. Invite students to access [Webwise](#) and find helpful suggestions for each scenario, then present their feedback to the class.

Teacher note: The term catfishing refers to the process of befriending or chatting with someone online, while using a fake identity. For more information visit: www.webwise.ie/parents/catfishing/



Invite students to record how they use the online world over the course of a week. Their record should allow them to answer the following questions:

- When are you usually online?
- Why do you go online? What are you doing? e.g. chatting, playing, listening to music, studying, etc.
- Who are you interacting with?
- Is the experience a positive one for you? Why/not?





1

Many of Caitriona's friends are on TikTok. The minimum age to sign up is 13 years-old. Caitriona will turn 13 next week and wants to start using TikTok. Caitriona's parents aren't fans of social media. They think it's a waste of time and are fearful she might get catfished.

Research TikTok on [Webwise](#) and suggest ways for Caitriona and her parents to come to an agreement.

2

Dara is a huge Taylor Swift fan. One of Dara's friends shared news about something horrible that Taylor Swift is supposed to have said to a fan. Dara is convinced that this 'news' isn't true.

Research false information on [Webwise](#) and make suggestions for things that Dara can say to his friend about this.

3

Sam plays Fortnite almost every night. Sam's parents aren't happy and want Sam to cut down on the time he spends playing as they feel it is impacting his school work.

Research Fortnite on [Webwise](#) and suggest ways that Sam's parents could help Sam cut down on screen time.

4

To mark Ramadan this year Nasir and his family want to reduce the amount of time they spend online. They are finding it really challenging.

Research Screen Time on [Webwise](#) and suggest ways that Nasir and his family might cut down on their own screen time.

Lesson 2: Sharing My Online World

Learning outcome 2.8: students should be able to discuss how to share personal information, images, opinions and emotions in a safe, responsible and respectful manner online and in person.

This is the first of two lessons designed to address learning outcome 2.8. This lesson specifically focuses on sharing information safely and responsibly in the online world. In this lesson, students reflect on how, why and with whom they share information online.

Activity 1

Think/Pair/Share



This activity is designed to get students thinking about what kind of content young people share online and why they share it.

Steps

Teacher note:

Make sure to give sufficient "think time" before dividing the class into pairs.

1. Ask students to take a minute to think privately about their responses to the following questions:
 - What content / information do young people share online?
 - Why are they sharing it?
2. Divide the class into pairs.
3. Invite students to discuss their responses to the two questions with their partner.
4. Ask each pair to contribute feedback and take note of it on the board. (If students have access to devices, consider getting students to provide their feedback electronically using Jamboard, Mentimeter or another digital platform.)

Activity 1

Think/Pair/Share



Steps

5. Facilitate a whole class dialogue, using the bulleted prompts below.

- Is this a complete list of the content/information that young people share online?
- Is there anything missing?
- Is there any information that should never be shared online? Why?

Teacher note:

If students have not already mentioned sexting (the sharing of the sharing of sexual text, video, and photographic content (nudes) using phones, apps, social networks and other technologies), it might arise here. For more information on sexting see Lesson 4 (p.20).

Activity 2

Video Analysis



Steps

In this activity, students watch a 3 minute animated music video which sets out the hazards of oversharing online and emphasizes a thoughtful, responsible and respectful approach to digital footprints.

Set up:

You will need internet access to show the video. As an inclusive strategy, consider activating Closed Captioning (CC or subtitles) before you show the video. If you insert a dash (-) between the 't' and 'u' in a YouTube link, this cuts out advertisements, which can be distracting for learners with ADD.

1. Tell students they are going to watch short video. As they watch, they should write down any advice they think is particularly useful or relevant for young people their age.
2. Play the video '[Oversharing: Think before you post](#)'
3. Divide the class into pairs.
4. Ask students to discuss what they noted as important as they watched the video and come up with any additional tips.
5. Invite each pair to present their five best tips.

Teacher note:

Depending on your class, you might want to play the video several times so that students have sufficient time to engage with the content.



Steps

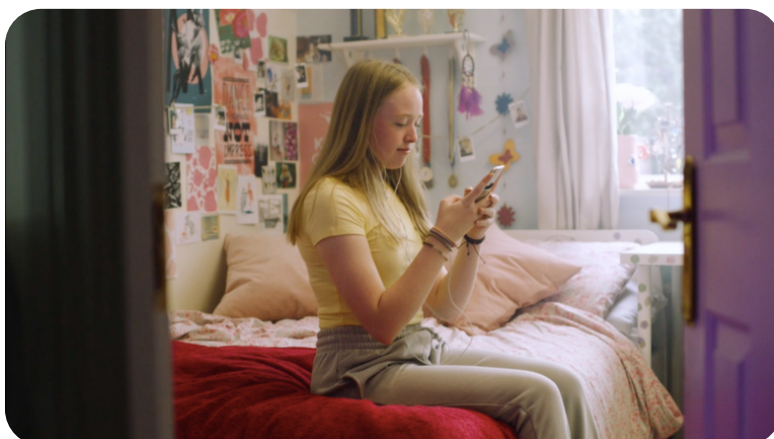
6. Facilitate a whole class dialogue, using the bulleted prompts below.
 - Which tips do you think are most appropriate for young people your age in Ireland?
 - Is it useful to have a set of rules for using the online world?
 - Who is responsible for what is shared online?



In this activity, students work in groups to explore scenarios and use the tips generated in Activity 1 to help them decide how to act online in a safe, responsible and respectful manner.

Steps

1. Divide students in groups of 3 or 4. To help students to stay on task, it may be helpful to allocate group roles, such as facilitator, time keeper, recorder, fact checker etc.
2. Display the scenarios outlined on p.14.
3. Invite students to discuss the scenarios and come up with answers to the questions posed in each.
4. In taking feedback, ask a spokesperson from each group to read one scenario aloud and share their main discussion points about this scenario. Encourage the rest of the class to contribute additional relevant points.





1

While at a party you take a selfie with your friend. It's a great photo of you both and you want to post it on Instagram. There are some other students from your school in the background. What do you do?

2

You are off school sick and feel quite bored and lonely. As something to do you decide to update your socials. What do you include?

3

On Friday after school you and a few friends go out to eat. Not everyone was invited. One of the gang takes a photo and decides to post it with some hashtags. What needs to be considered before posting?

4

Your favourite aunt has come home from abroad and brought you a pair of limited edition trainers from an expensive brand. You are really excited and want to show your friends online. What do you need to consider before posting?

5. Facilitate a whole class dialogue using the bulleted prompts below.

- Was this a difficult activity? Why/not?
- Which scenarios had obvious answer(s)
- What did you learn from this activity?

Reflection

Take a few minutes to reflect on the most recent thing you posted online. Would any of today's tips have helped you post differently?

Action

To improve your online experience select one tip from today's class to use over the course of the next week.

Lesson 3: The people in my online world

Learning outcome 2.8: students should be able to discuss how to share personal information, images, opinions and emotions in a safe, responsible and respectful manner online and in person.

This is the second of two lessons designed to address learning outcome 2.8. This lesson will focus on sharing images, opinions and emotions respectfully in the online world.

In this lesson, students talk about what it means to be respectful in the online world. Using a video (2.16 min) about the non-consensual sharing of an image as a stimulus students discuss the difficulties that can arise when communicating in a virtual space. They consider ways of creating more responsible and respectful online communities.

Activity 1

Reflection on Lesson 2

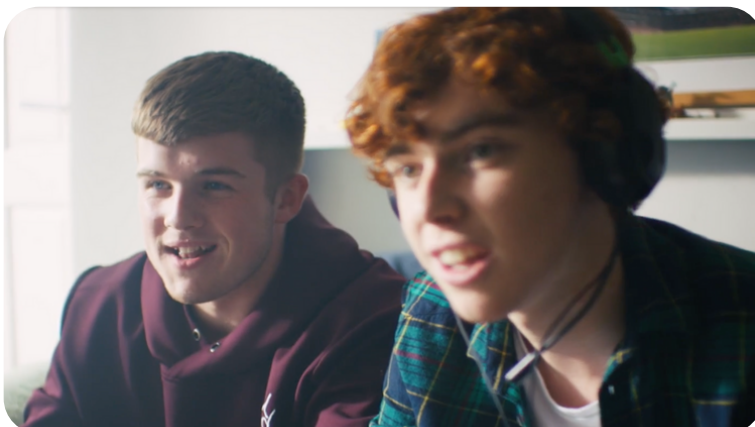


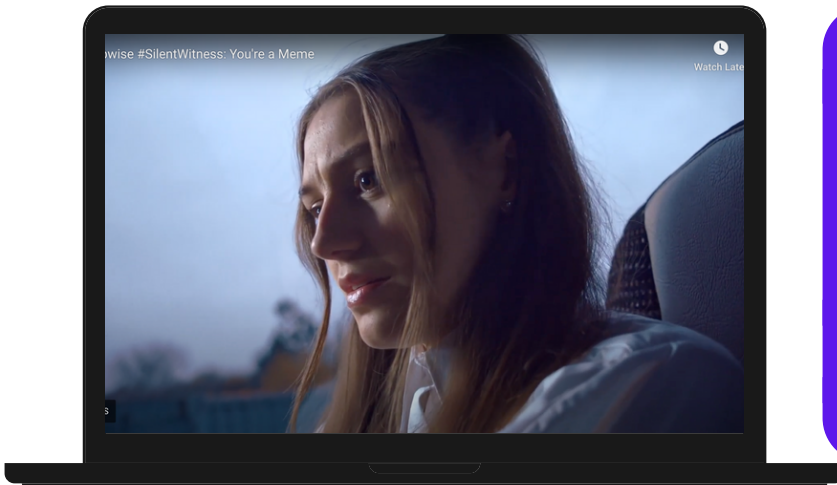
Steps

Invite students to pause for a moment and reflect on the last lesson (Sharing my online world).

Pose the following reflection questions, allowing sufficient "think time":

- Which of the tips from the last class did you think was the most helpful? Why?
- Which did you find easier to do, the pair work or the group work? Why?
- What skills did you use in the last lesson?



**Teacher note:**

The Webwise #SilentWitness campaign addresses the topic of online bullying; however do not share this with students at the outset. The purpose of this activity is for this awareness to come from the students through the class dialogue.

Play [Webwise #SilentWitness "You're a meme"](#) (2.16 mins)

Facilitate a whole class dialogue about the video using the bulleted prompts below.

- How did you think Roisin feels about the situation?
- Why do you think Evan shared the photo of Roisin to begin with?
- Once it was posted on the class chat, a lot of people commented with emoji's and slags. Why do you think they did this?
- Do you think Roisin's classmates would have said these comments to her face? Why/not?
- Which of the tips for online sharing (from Lesson 2) did Evan ignore by posting this image of Roisin?



Steps

1. Divide the class into small groups of 3 to 4.
2. Give one copy of the #Empathy #Respect worksheet (p.18-19) to each group.
3. Invite students to read through the sheet and then discuss the questions in their group.
4. When they have reached agreement on how to respond to each scenario, they should complete the worksheet and identify one person to provide feedback to the class.
5. Facilitate a class dialogue on the suggested courses of action using the bulleted prompts below.
 - Was this a difficult activity? Why/not?
 - Which, if any, suggested actions might be particularly challenging? Why?
 - How can we support other people's wellbeing online?

Teacher note: This may be a good opportunity to remind students about the support structures which are in place in your school, such as the student support / pastoral care team and the guidance counsellor.

Action



Over the course of the next week, whenever you are online, pause and think before sharing an opinion or emoji.

Think before you post online...

- Who might be able to read this?
- Could someone misinterpret what I'm saying?
- Am I showing a bad side of myself?
- Am I revealing too much about myself?
- How would I feel if someone sent this to me?
- Could someone feel disrespected?
- Am I posting in anger?



In your group, read and discuss the following scenarios.

Suggest ways that the individuals involved can show empathy and respect.

Some sample suggestions are given at the bottom of p.19, but try to come up with your own suggestions as well.

Scenario	Our Group's suggestion
<p>Tara, a classmate of Róisín's, saw the memes and comments in the class chat.</p> <p>The whole thing has made her uncomfortable and she feels that it was wrong. She wants to support Róisín.</p> <p>What can Tara do to show empathy?</p>	<ol style="list-style-type: none">1.2.3.
<p>Evan took the photo of Roisin, cropped it and posted it to the class chat.</p> <p>He thinks the whole thing is funny and doesn't see any harm in what took place.</p> <p>What needs to happen for Evan to understand the impact of his actions and be more empathetic and respectful in future?</p>	<ol style="list-style-type: none">1.2.3.



In your group, read and discuss the following scenarios.

Suggest ways that the individuals involved can show empathy and respect.

Some sample suggestions are given at the bottom of p.19, but try to come up with your own suggestions as well.

Scenario	Our group's suggestion
<p>Róisín is mortified and upset by the situation and feels really betrayed by all her classmates that have commented and reposted. She cannot talk about it and brushes the topic aside whenever someone brings it up. What needs to happen for Róisín to feel empathy and respect for herself?</p>	<p>1.</p> <p>2.</p> <p>3.</p>
<p>Róisín's classmates continue to repost and comment on the photo and memes. What needs to happen so that they understand the impact of their actions and are more empathetic and respectful in future?</p>	<p>1.</p> <p>2.</p> <p>3.</p>

Sample suggestions

- Listen
- Stop and reflect
- Delete the content
- Apologise
- Be open to talking about it
- Learn from the experience
- Talk to someone outside the situation
- Report the situation
- Speak out
- Try not to be defensive
- Ask people to stop sharing the meme
- Acknowledge the hurt
- Press pause

Lesson 4: Everyone doesn't do it

Learning outcome 2.9: examine why young people share sexual imagery online and examine the risks and consequences of doing this.

This lesson looks at the reasons why some young people share intimate images online. The activities focus on challenging the assumptions and expectations around online sharing, while explicitly outlining the risks and consequences of sexting.

Teacher Note

Sexting is the sharing of sexual text, video, and photographic content (nudes) using phones, apps, social networks and other technologies. Research aimed at understanding the current digital trends amongst teenagers in Ireland found the rate of sexting rises as the teenagers get older. 4% of first year students said they had shared an intimate image online, while 34% of sixth years said they had sexted. (Everri & Park. 2018)

Educating students about the risks of sexting is important in preventing and changing the behaviour. Teachers can gently challenge 'it's the norm' statements, like "everyone does it" or "we are expected to" when it comes to online sharing. This can be done by sharing reputable research which tells us that 96% of first years are NOT sexting (see Activity 1).

Scare tactics have proven to be unhelpful and ineffective when teaching SPHE. Therefore it is important, when discussing risks and dangers, not to have as your aim to create fear. Instead, calmly explore both the human and legal consequences, while being sensitive to the possibility that some students will have experienced of sharing of intimate images. Signposting what to do and where to go if anyone is upset by an incident is also important. Remind students of in-school and other supports and always frame classroom discussion in a way that avoids students feeling judged or shamed.

Teacher Note...continued

Although teachers are not legal experts, they can help students to become aware of the laws that affect them. Displaying Webwise' Coco's Law poster (p.30) in class will clarify some of the legal consequences of sexting. You might also distil the following information for students:

- it is illegal for any minors to be involved in the exchange of explicit content and minors involved can have very serious criminal charges brought against them.
- where the images are shared without consent, there are breaches of the Harassment, Harmful Communications and Related Offences Act 2020 whether the students are over 18 or not.
- sexting between underage students is a breach of the Child Trafficking and Pornography Act 1998, whether or not there is consent involved.
- unsolicited "nude selfies" of the genital region may constitute offences under the 1998 Act and the Criminal Law (Sexual Offences) Act 2017.
- people wishing to report incidents of sexting can do so on www.hotline.ie (the Irish national reporting centre where members of the public can securely, anonymously, and confidentially report concerns in respect of illegal content online).

Finally, the topic of sexting may make some students in your class uncomfortable. For this reason, it is important to take time to revisit the class contract at the start of this lesson. Appeal to students' sense of empathy by reminding them that personal or thoughtless remarks may offend or embarrass their classmates and are not permitted.

For more information see:

Everri, M. & Park, K. 2018. '**Children's online behaviours in Irish primary and secondary schools**'. Zeeko, NovaUCD, University College Dublin

Foody, M., Mazzone, A., Laffan, D.A., Loftsson, M. & O'Higgins Norman, J. 2020.

"It's not just sexy pics": An investigation into sexting behaviour and behavioural problems in adolescents. Computers in Human Behaviour.

PDST Technology in Education (Webwise). 2022. '**Image-sharing, consent and Coco's law**' Webwise webinar (60 mins) for post-primary SPHE/RSE teachers

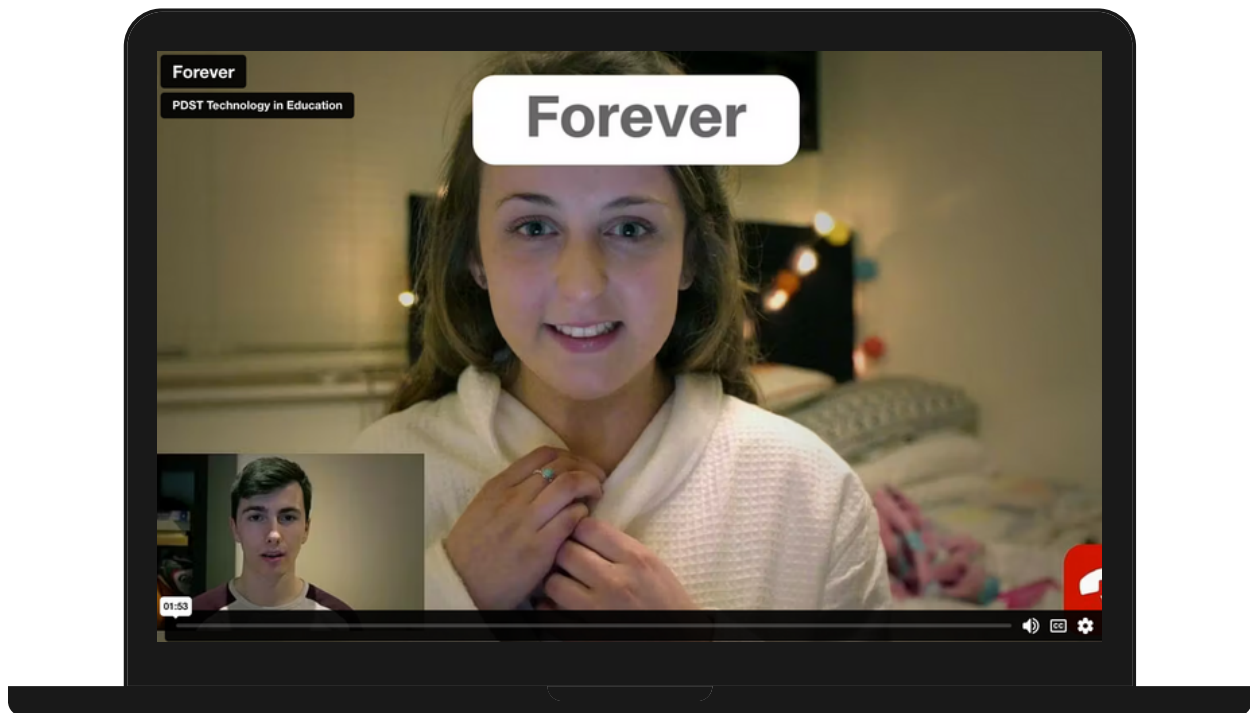
Webwise. Lockers: Information for Schools Around the Sharing of Explicit Self-Generated Images



Steps

1. Divide the class into groups of 3 to 4.
2. Display the bulleted questions below.
3. Ask each group to write as many answers to these questions as they can.
 - What are the reasons why a young person might send a nude or intimate photograph of themselves to another person?
 - Why do you think someone your age might request a nude or intimate photo from another person?
4. Once sufficient time has passed, ask students to identify if any of their answers to the two questions are the same? (For example, boredom, messing, flirting etc.)
5. Ask students to highlight similar answers using the same coloured pen.

Informed by the Note for teachers (p.20-21), share the research into the sexting behaviours of young people in Ireland and stress the message that "not everybody does it".





While we are free to choose our actions, we are not free to choose the consequences of our actions. — Stephen R. Covey, American educator and author of *The 7 habits of highly effective people*

Steps

1. Divide the class into groups of 3 or 4.
2. Play [Webwise 'Forever'](#) (1.53 mins), a video about the consequences of sexting.
3. Ask students to discuss the following questions in their group:
 - Why did Aoife take the photo?
 - Why did Rob share the photo?
 - Did Aoife say it was okay for Rob to share this image with his friends?
 - Why do you think Rob didn't check with Aoife to see if it was okay to share the photo with his friends?
- Identify the consequences of this incident for both Aoife and Rob.
4. Take feedback from each group and record their answers to the last (consequences) question on the board.
5. Ask students for their ideas on how to categorise the consequences answers. (prompts: Social, Emotional, Legal consequences).
6. Informed by the Teacher note on p.20-21, take some time to explore the legal consequences of sharing intimate images.

Reflection



What?: What have I learned?

So what?: Why is this important?

Now what?: How can I use what I have learned?

Lesson 5: Capturing reflections and sharing learning

This lesson asks students to reflect on Lessons 1-4, identify one aspect of their learning that resonated with them and work together to create a response to this learning.

Activity 1

Pair up



Steps

1. Invite students to take a few minutes to reflect on Lessons 1-4. The script below might help with this:
 - *In these lessons we have looked at our online world. We spoke about the benefits and challenges of using the online world and how to share online in a safe, responsible and respectful way. We examined the reasons why young people share intimate images online and explored the risks and consequences of doing this.*
 - *During the lessons, what stood out to you as being important?*
 - *Was there anything new you learned that you think others your age should know about?*
2. Divide students in pairs.
3. Invite students to share their reflections in response to the two questions above with their partner.





Steps

1. Divide the class into small groups of 3 to 4.
2. Ask students to work together to create a response to one aspect of their learning in this unit. Explain that they can select any format they wish for their response. Depending on your class, you might want to share the following suggested formats:
 - Write a Rap using the free beats on YouTube and including key words from the lessons.
 - Create a digital or hand drawn cartoon with ideas about how to make the most of our online world.
 - Create a Kahoot quiz to help other students learn about the online world.
 - Write a short article for the parents association newsletter or school website outlining your key learning.
 - Write/direct/record an Instagram reel about online sharing in safe, responsible and respectful ways.
 - Create a series of Memes using a Meme generator highlighting key advice from these lessons.
 - Write an advice letter to one of the main characters in the videos used in these lessons e.g. Róisín in '[You're a meme](#)' or Rob/Aoife in '[Forever](#)'.
3. Facilitate the presentation of completed work to the class.



Agree



Disagree



Don't Know



**HARASSMENT,
HARMFUL
COMMUNICATIONS
AND RELATED
OFFENCES ACT 2020**

COCO'S LAW
EXPLAINED



Coco's Law creates two new offences which criminalise the non-consensual distribution of intimate images:



1. It is an offence to distribute or publish intimate images of a person, without consent and with intent to cause harm. Penalties include an unlimited fine and/or 7 years imprisonment.

2. It is an offence to take, distribute or publish intimate images of a person without consent even if there is no specific intent to cause harm. Penalties include a maximum fine of €5,000 and/or 12 months' imprisonment.

Importantly, this applies even if the person initially gave consent for the picture to be taken, but they were later shared with other people without their consent.



It is an offence to distribute, publish or send any threatening or grossly offensive communication about or to another person, with intent to cause harm. Penalties include a fine and/or a maximum sentence of up to 2 years in prison





Safer Internet Day

School Wide Initiative

Safer Internet Day (SID) is an EU wide initiative to promote a safer internet for all users, especially young people. In Ireland, Safer Internet Day is promoted by the PDST Technology in Education and Webwise.

At a national level Safer Internet Day is celebrated in February, however, the message of the day is relevant all year around. Why not use the articles, cartoons, memes, quizzes, raps, reels, etc that your students created (Lesson 5) to generate a School-Wide Safer Internet Day? Peer learning helps deepen personal learning, enhances social skills and can have a positive effect on student attitudes to learning. This type of learning is effective as it enables students to share their experiences and learn from each other.

For further information on the benefits of hosting a Safer Internet Day see "Getting Involved in Safer Internet Day at Ardscoil Mhuire." You can find additional information on Safer Internet Day in Ireland here:

www.webwise.ie/saferinternetday/



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