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Switched On 

# A Digital Citizenship Education Programme for 5th & 6th Class



An Roinn Oideachais  
agus Óige  
Department of Education  
and Youth



Co-funded by  
the European Union



Coimisiún  
na Meán

webwise.ie









DIGITAL CITIZENSHIP

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**Protecting  
children online  
is protecting  
their future.**

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# About Webwise

**Webwise is the online safety initiative of the Department of Education and Youth and is co-funded by the European Union.**

Webwise promotes safer, better internet use through awareness raising and education initiatives targeting teachers, children, young people and parents. Webwise develops and disseminates resources that help teachers integrate digital citizenship and online safety into teaching and learning in their schools. Webwise also provides information, advice, and tools to parents to support their engagement in their children's online lives. With the help of the Webwise Youth Advisory Panel, Webwise develops youth oriented awareness raising resources and training programmes that promote digital citizenship and address topics such as online wellbeing, cyberbullying and more.

Webwise is part of Oide Technology in Education, which operates under the Department of Education and Youth.

## **The Irish Safer Internet Centre**

Webwise is part of the Safer Internet Ireland consortium and partners with ISPC Childline, Irish Internet Hotline and the National Parents Council (NPC) under the umbrella of the Irish Safer Internet Centre to provide a range of complementary online safety services. The Irish Safer Internet Centre (SIC) vision is a positive and inclusive digital world where children are safe and protected. The Irish SIC is a partnership of four leading organisations with a mission to make the internet a better place for children and young people, under the co-ordination of the Department of Justice, Home Affairs and Migration.

As one of 31 Safer Internet Centres of the Insafe-INHOPE Networks, the Irish SIC contributes to the Better Internet for Kids (BIK) core service platform to share resources, services and practices between the European Safer Internet Centres and advice and information about a better internet to the public. In line with the European Commission's Better Internet for Kids+ strategy, the key vision behind the BIK core service platform is to create a better internet for children and young people.

## **Acknowledgments**

Webwise would like to sincerely thank all of those involved in the development of this resource; Coimisiún na Meán, Oide, the Inspectorate of the Department of Education and Youth, the National Council for Curriculum and Assessment and the National Council for Special Education.

# Minister Hildegarde Naughton

MINISTER FOR EDUCATION AND YOUTH



**Today, 1 in 3 Internet users globally is a child – and children are spending more time online and starting to use the internet at younger ages.**

Digital technologies are now a part of everyday life - helping us to find information, access educational resources and more. The internet is not just a tool — it's a space where young people learn, play, connect, and create.

As digital technologies become increasingly embedded in daily life, supporting our children to navigate this landscape with confidence, respect, and responsibility is more important than ever. I am delighted to welcome the introduction of the Switched On Digital Citizenship Education Programme for 5th and 6th class pupils.

This new digital citizenship programme comes at a critical moment. It provides a thoughtful, age-appropriate introduction to key concepts like online safety, privacy, digital wellbeing, digital footprints, rights online and media literacy. Supporting learners with content mediated by teachers through Switched On encourages learners to think critically about their choices and how they impact themselves and others in the digital world. Importantly this programme also helps pupils to understand the role of digital media in their lives, empowers them to make good choices and supports them to balance time online and offline. Developing foundational digital literacy is a key enabler for children and young people to benefit from the opportunities the online world can present, while acknowledging and managing the challenges.

National research indicates that the prevalent issues online for children in Ireland include online bullying, encountering harmful content and many children do not tell parents/guardians when they encounter a problem online. Switched On explores these harms, promotes help seeking and includes helpful parent/guardian activities.

At this pivotal stage in their development, young people are forming their values, identities, and relationships — all of which are now influenced by digital interactions. This guide supports educators, parents, and carers to help students to not just understand how to use digital technology, but how to use it well — with empathy, awareness, and integrity.

As Minister for Education and Youth, I recognise that preparing and protecting children online takes collaboration, education, regulation and a collective and sustained effort. The pace of technological change and the permeation of digital technology in society at large means that those changes can have significant impact. I would like to extend a sincere thanks to all those involved in the development of this important programme including the support from Coimisiún na Meán and the Online Safety Commissioner; Niamh Hodnett.

By empowering our learners with the skills to become responsible digital citizens, we're not just protecting them — we're preparing them to thrive.

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## Foreword

# Niamh Hodnett

ONLINE SAFETY COMMISSIONER



## The children of today are truly the first generation of digital natives.

They have grown up in an increasingly online world and have developed a comfort with accessing and adapting to new forms of technology. This rapid change in the online landscape means that children and young people are interacting with a variety of different types of content on a daily basis. For many children, the online world represents opportunities to connect with friends and family, to find new hobbies and to learn new skills. It is a chance to engage with content which can educate, entertain and inform.

Along with the good, the online world can include content that is inappropriate for children and which they need to be protected from. We know that issues like cyberbullying, unwanted contact, harmful content and manipulative design can make what should be a safe and enjoyable experience for children online feel threatening and uncomfortable.

In an increasingly online age, it is important that we empower this generation of children with knowledge about their rights online, which is why the new Switched On Digital Citizenship Education Programme for 5th and 6th class pupils is so important.

For our part, Coimisiún na Meán have developed and are enforcing Ireland's first regulatory regime for online safety – our Online Safety Framework. Ensuring that we uphold the rights, wellbeing and development of children and their safe engagement with content is core to our work.

The Online Safety Framework provides children with new rights online. These include a right to be protected from harm, a right to report illegal or harmful content, and a right to privacy and to express themselves respectfully online. Coimisiún na Meán's ambition with the Online Safety Framework is to make the online world safer for all of us, especially children. It is to make sure that children can interact with content online in a safe way, with appropriate oversight from a parent or guardian.

The new Switched On education programme from Webwise underlines an important fact, that children are more than just consumers of content. We are all digital citizens with rights and responsibilities online. The Switched On programme informs children about their digital footprint, how to develop healthy habits online and crucially, how to use your rights to keep yourself safe. As Ireland's Online Safety Commissioner, I want to thank Webwise and the Minister for Education and Youth for their ongoing collaboration to keep children safe online. I also wish to recognise the important role that principals and educators play in safeguarding future generations and in preparing our young people with crucial digital and media literacy skills to engage safely in an increasingly online world. Finally, I would like to acknowledge the key role children and young people play in this space - it has been a privilege learning from them and listening to their views through our Youth Advisory Committee.



SECTION ONE

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# Teacher Information



ABOUT THE RESOURCE

# Introduction

Children today have access to the internet earlier in life and spend more time online than any generation before them. Research consistently highlights the vital role of schools and educators in supporting children as they engage online. It is our collective responsibility to educate young people about both the opportunities and risks of the online world. In doing so we will not only help them to be safer online, but also empower them to experience the benefits it offers. To thrive in the ever-evolving digital environment children and young people must develop digital literacy. Experts agree it is important to foster digital literacy from an early age because children are using digital technologies earlier and earlier. However, to develop digital literacy, children need not only access but also an adequate base to use, understand and creatively engage with digital technologies. The proposed programme provides content and guidance to support educators and families in helping children and young people develop the values, attitudes, skills, knowledge and critical understanding needed in today’s digitally rich world. A digital citizen can be described as someone able to:

.....

Actively and responsibly engage in online and offline, local and global communities

.....

Learn autonomously throughout life, conscious of the positive and negative impacts of digital technology

.....

Contribute positively to society

.....

## Aim

This digital citizenship education programme has been developed to assist and support educators when teaching 5th and 6th class pupils how to be safe, responsible and competent digital citizens. It aims to develop pupil's confidence and competence when using digital technology and the internet as they prepare to transition into post-primary education.

The programme will raise pupils' awareness of how they can be active digital citizens in a variety of digital-related activity – whether it be creating or publishing content, socialising, learning, researching or playing games. Through the programme pupils will explore the benefits and opportunities of digital technology, how to critically engage with digital media, strategies for staying safe and managing their wellbeing and presence online and learn more about their rights and responsibilities in the digital environment.

## Alignment with the Primary Curriculum Framework

### *Wellbeing* Specification for Primary and Special Schools

This digital citizenship education resource is designed to support the *Wellbeing* specification's aim for children to:

#### **navigate media and the digital world safely and responsibly.**

- ▶ Develop children's critical thinking skills to help them develop a balanced and informed relationship with media and technology, recognising opportunities and challenges, as well as their impact on physical, social and emotional wellbeing.

The Switched On resource is aligned to the learning outcomes within the *Wellbeing* specification that relate to children's use of digital technology. In teaching this resource, teachers will be addressing the following learning outcomes:

**Strand:** Health Education – SPHE

**Strand Unit:** Media and digital wellbeing:

Through appropriately playful and engaging learning experiences, children should be able to:

Evaluate the benefits and challenges of digital technology use and reflect on the role and influence of media and popular culture in their lives.

.....

Critique depictions of topics in the media, recognising examples of stereotypes and bias and identify strategies to evaluate the credibility of information.

.....

Adopt strategies to promote safe, ethical and responsible use of digital technologies, recognising personal and communal responsibility in fostering a positive, respectful and safer digital environment and understand safe ways to report inappropriate or harmful behaviours or content.<sup>1</sup>

.....

The Strand Units within the *Wellbeing* specification have been designed to connect and integrate with each other. At times, teachers may focus on a particular aspect of a Learning Outcome. At other times, teachers may draw on aspects of multiple Learning Outcomes.

Teaching about digital citizenship provides opportunities to **connect with Learning Outcomes across different strands and strand units**. The modules also include links with the following:

<sup>1</sup> Wellbeing Specification for Primary and Special Schools, NCCA: <https://www.curriculumonline.ie/getmedia/02a962e9-82d2-4ed2-8ac8-259d7ac70f9f/Primary-Wellbeing-Spec-ENG-INT.pdf>

**Strand:** Community and belonging - SPHE

**Strand Unit:** Citizenship:

actively engage in democratic practices, navigating diverse viewpoints respectfully and propose actions to address local or broader issues/concerns to promote collective wellbeing.

**Strand:** Community and belonging - SPHE

**Strand Unit:** Rights and fairness:

appreciate the importance of rights, equity, equality and justice, and discuss the grounds under which discrimination is prohibited in Ireland.

**Strand:** Emotional and relational education - SPHE

**Strand Unit:** Relationships:

evaluate key aspects of healthy relationships, such as consent, effective communication, mutual respect and trust, appreciating the importance of healthy relationships for wellbeing.

**Strand:** Emotional and relational education - SPHE

**Strand Unit:** Making choices:

consider personal agency and responsibility in decision-making, recognising multiple influences and practise simple decision-making strategies.

**Strand:** Health Education - PE and SPHE

**Strand Unit:** Safety:

appreciate the importance of safety rules and practices in movement and other contexts. Assess risks, identify unsafe situations and behaviours, and practise/adopt appropriate safety strategies. Demonstrate increasing confidence and personal responsibility toward accident prevention.

**Strand:** Health Education - PE and SPHE

**Strand Unit:** Healthy living:

demonstrate a positive attitude towards nurturing their wellbeing in areas such as physical activity, outdoor experiences, food, hygiene, sleep, rest and relaxation, appreciating the importance of a balanced lifestyle and acknowledging changing needs as they grow.<sup>2</sup>

### **An Integrated Approach - Cross Curricular Links**

This resource is aligned with SPHE within the *Wellbeing* specification for Primary and Special Schools and encourages an integrated approach that embeds digital citizenship across the Primary School Curriculum. Relevant cross curricular links are noted throughout the modules.

### **Using the Switched On Programme to complement the teaching of the Stay Safe Programme**

The Stay Safe Programme is a mandatory personal safety skills programme aiming to reduce children's vulnerability to abuse and bullying. It must be taught at each stage of primary education and addresses learning within the *Wellbeing* specification.

The Switched On resource can be used as an additional support when teaching the prescribed Stay Safe Programme content. The Stay Safe Programme works to enhance the self-protective skills of students across a range of situations and encourages telling an adult when harmful situations arise. In addition, this programme promotes the importance of developing strategies to prevent and deal with bullying online and staying safe while exploring the online environment. Available at: [www.staysafe.ie](http://www.staysafe.ie).

<sup>2</sup> Wellbeing Specification for Primary and Special Schools, NCCA: <https://www.curriculumonline.ie/getmedia/02a962e9-82d2-4ed2-8ac8-259d7ac70f9f/Primary-Wellbeing-Spec-ENG-INT.pdf>

<sup>3</sup> Primary Curriculum Framework for Primary and Special Schools, NCCA: [curriculumonline.ie/getmedia/84747851-0581-431b-b4d7-dc6ee850883e/2023-Primary-Framework-ENG-screen.pdf](https://curriculumonline.ie/getmedia/84747851-0581-431b-b4d7-dc6ee850883e/2023-Primary-Framework-ENG-screen.pdf)

## Digital Citizenship and the Primary Curriculum Framework

The Switched On modules closely aligns with the Primary Curriculum Framework, supporting the development of the Key Competencies, in particular; Being well, Being a digital learner, and Being an active citizen<sup>3</sup>.

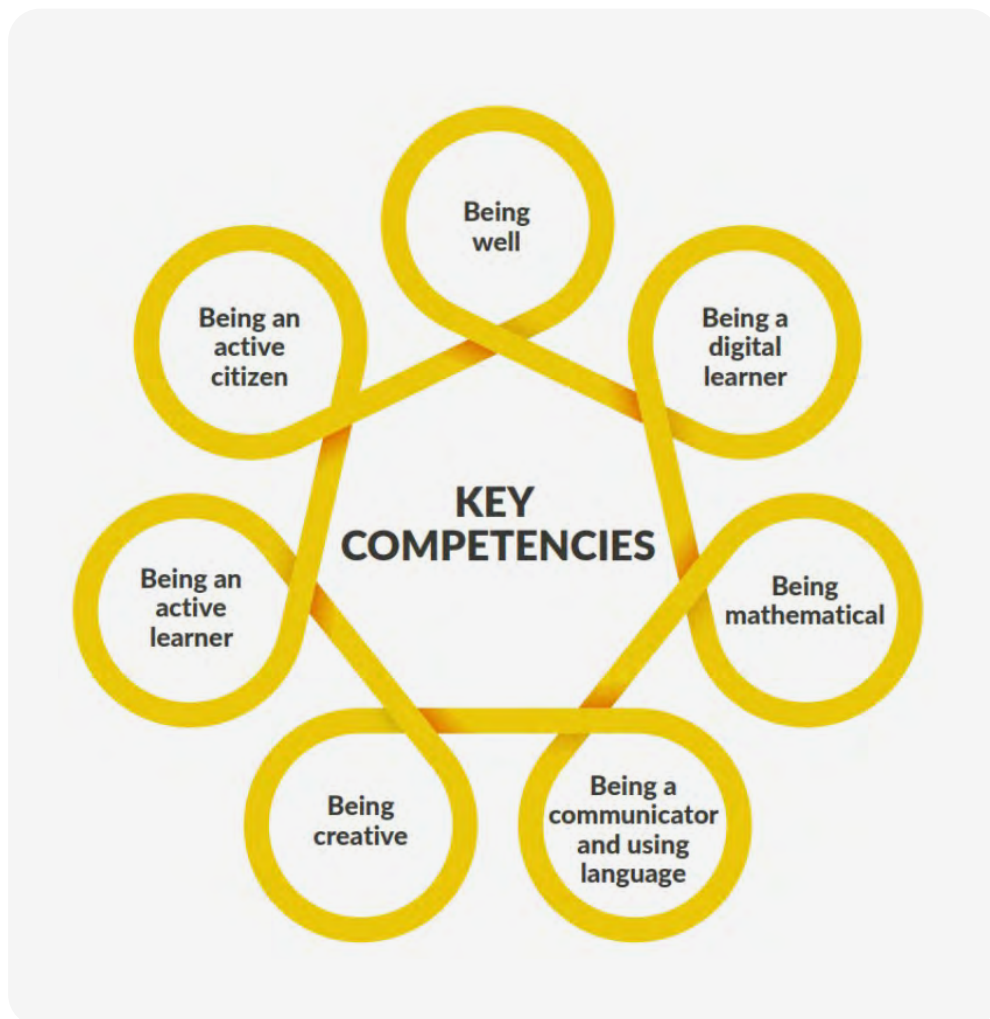


Figure 1. Key competencies, Wellbeing Specification For Primary and Special Schools, 2025

<sup>4</sup> Literacy, Numeracy and Digital literacy Strategy 2024 – 2033: [gov.ie/en/department-of-education/publications/literacy-numeracy-and-digital-literacy-strategy/](https://gov.ie/en/department-of-education/publications/literacy-numeracy-and-digital-literacy-strategy/)

## Fostering Digital Literacy from an Early Age

The Switched On resource supports the national Literacy, Numeracy and Digital Literacy Strategy 2024-2033 Implementation Plan, recognising the growing importance of developing essential digital literacy skills as outlined here:

“Digital literacy is the ability to access, explore, manage, understand, integrate, communicate, evaluate, create, and disseminate information safely and appropriately through digital technologies. It includes critical thinking, using ICT safely, responsibly and ethically, collaboration and creativity, finding real information, and respectful online communication”.<sup>4</sup>

<sup>5</sup> Literacy, Numeracy and Digital literacy Strategy 2024 – 2033: [gov.ie/en/department-of-education/publications/literacy-numeracy-and-digital-literacy-strategy/](https://gov.ie/en/department-of-education/publications/literacy-numeracy-and-digital-literacy-strategy/)

It supports the development of essential digital literacy and also encourages parents to support and inform their children about the safe and effective use of the online world. The Switched On modules mirror the priorities of the Literacy, Numeracy and Digital Literacy Strategy 2024-2033 Implementation Plan by recognising that “Digital literacy includes understanding digital citizenship, data privacy, and online safety. Equipping learners with these skills empowers them to navigate the digital landscape responsibly and critically while addressing challenges that may arise.”<sup>5</sup>

# Instructions for using the resource

The Switched On programme has **two key elements**: an online learning **platform** with interactive module activities, and a **teacher handbook** providing step-by-step guidance for each activity. **To deliver the programme effectively, both the handbook and the online platform should be used together.**

## Modules – Deciding What to Teach

The **Switched On** programme consists of **eight modules, along with programme introduction and reflection lessons**, that explore the three key aspects of online life — **being online, wellbeing online, and rights online**. Through these modules, teachers can support pupils in developing their understanding of digital citizenship and responsible online behaviour.

This programme is designed for use with 5th and 6th class pupils. Teachers are encouraged to use their professional judgement and planning when selecting which modules and activities to teach.

The modules may be delivered **sequentially as a follow-on from one another** or **taught in isolation**, depending on the specific needs and context of your class. It is not expected that all module activities can be completed in a single lesson period. Teachers should therefore use their discretion to determine the most appropriate activities and pacing to meet their pupils' learning needs.

As you plan, consider your pupils' interests, needs, and readiness when deciding which modules to explore. Select modules and activities that best reflect your Wellbeing, SPHE, and Digital Learning Framework. Use the curriculum mapping provided to see how the learning outcomes align with the *Wellbeing* specification. This approach will help ensure that learning experiences are meaningful, relevant, and supportive of pupils' personal, social, and emotional development.

## Teacher Checklist for Using the Switched On Programme

### 1. Preparation Before Starting



- Access the Switched On resource at: [webwise.ie/switchedon](http://webwise.ie/switchedon).
- Download the **Teacher Handbook** (includes step-by-step activity instructions and homework activity sheets).
- Read the **Teacher Information** section for each module before teaching.
- Review required **resources, activities, and homework sheets** for each module.
- Note that **printable activity sheet versions of some online activities** are available in the handbook to support universal design for learning.



## 2. Technology Setup & Policy Awareness

- Ensure a **whiteboard and projector** is available and test content in advance.
- If pupils are using devices, confirm **access to the platform** prior to lessons.
- Review the school's **Acceptable Use Policy (AUP)** and other relevant policies including the school's **Bí Cineálta Policy** and ensure pupils are aware of both.
- Remind pupils of the school's **rules for safe and responsible technology use**.

## 3. Module Delivery & Reflection

- Each module contains the following sections:
  - Curriculum and cross curricular links** to assist in planning.  
.....
  - A key vocabulary list** is included in each module for pupils. Pre-teach vocabulary to ensure that all pupils understand the words fully. Pupils should engage with these terms' multiple times in different contexts to deepen understanding.  
.....
  - Activity Sheet** versions are available for selected online module activities, where appropriate, to provide pupils with multiple ways to engage with the learning materials. Activity Sheets will be signposted using this icon:   
.....
  - How To Guides:** Every module features a 'How To' guide that supports pupils in developing key digital skills.  
.....
  - Reflection & Action:** Use the reflection prompts included to encourage self-reflection.  
.....
  - Parents/Guardians Take-Home Handouts including module summary and homework activity.** Take-Home Handouts will be signposted in the instructions using this icon:   
.....
- Support pupils in linking learning to their **choices, behaviour, and relationships**.
- Further information to support **Cultural and Linguistically Diverse Learners, Pupils with Special Educational Needs** and using **Digital Tools to Assist Differentiation** can be found in **Appendix 1**.

#### 4. Facilitating Class Discussions on Online Activities

- Focus on **online activities** (e.g., “sharing photos”), not specific services or platforms.
- Adapt discussions based on pupils’ **different levels of online engagement**.
- Explore the **needs behind online activity** (connection, creativity, fun, learning) instead of the tools used.

#### 5. Age Restrictions Online – What Teachers Need to Know

- Social Media & Accounts:** Most platforms set a minimum age of **13 years**, but many lack robust age verification.
- Digital Age of Consent in Ireland (GDPR):**
  - Children under **16 years** require **parental/guardian consent** to sign up for services that process personal data.  
.....
  - Children aged **13 -16** need **parental permission** to create social media accounts.  
.....
- Online Games:** Check **PEGI Ratings** for age-appropriate content before discussing or recommending games.
- YouTube:** No age restriction to watch videos, but users must be **13+** to create an account (subscribe, comment, upload, report).

#### 6. Engaging Parents/Guardians

- Each module includes a **Parents/Guardians Take-Home handout** (summary & activity).
- Highlight supports for parents on **webwise.ie/parents**.
- Direct families with English as an additional language to the *Better Internet for Kids Parents Corner* here: <https://better-internet-for-kids.europa.eu/en/learning-corner/parents-caregivers>.



# Learning, Teaching and Assessment in the Switched On Programme

## Learning

The Wellbeing specification comes to life through meaningful learning, teaching and assessment that place the child at the centre, drawing on their experiences, interests and prior learning. The following prompts outline ways the Switched On Programme can create meaningful opportunities for children to actively engage with its key elements.

## Communicating

Children will have the opportunities to:

1. Express their ideas, feelings, and experiences about online interactions through discussion, creative media, and collaborative problem-solving such as analysing scenarios or designing online safety strategies relevant to each module.
2. Model and support respectful communication online, helping them give and receive constructive feedback.
3. Articulate their views on digital citizenship, privacy, and responsible social media use, ensuring all voices are heard.

## Exploring and Applying

Children will have the opportunities to:

1. Explore online environments, and scenarios safely and critically through interactive activities.
2. Support problem-solving and critical thinking as they navigate challenges such as evaluating information, managing screen time, or responding to online risks.
3. Use interactive approaches such as role-play, digital storytelling, and gamified scenarios to make learning active and meaningful.
4. Transfer skills from structured digital activities to everyday online interactions, promoting safe, ethical, and creative digital behaviours.

## Reflecting and Understanding

Children will have the opportunities to:

1. Reflect on their online choices, behaviours, and the impact of digital content on emotions, identity, and relationships.
2. Practise self-assessment, goal-setting, and planning to develop resilience, enhance digital wellbeing, and positive online participation.

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## Teaching

The Wellbeing specification emphasises that ‘how’ children learn is as important as ‘what’ they learn, highlighting the importance of inclusive, playful and engaging pedagogies that respond to pupils’ diverse backgrounds, abilities and interests. The Switched On programme aligns closely with this vision by providing teachers with structured, accessible resources that promote dialogic learning, explicit teaching, integration and collaboration - core pedagogical approaches within the Wellbeing specification. The programme guides teachers to design rich learning experiences that are developmentally appropriate, inclusive and responsive, supporting pupils to connect learning to their choices, behaviour and relationships. By using the programme resources to form rich, meaningful learning experiences, teachers can support all pupils in connecting their learning to their choices, behaviour and relationships, and in developing the skills and dispositions needed for digital citizenship and overall wellbeing.

## Assessment

Assessment in the Switched On programme reflects the Wellbeing specification’s emphasis on ongoing, collaborative and meaningful approaches that support each child’s learning journey. Within the online modules, assessment is woven naturally throughout the learning experiences: some activities provide direct feedback on pupils’ responses, helping them recognise progress and address misunderstandings; others present outcomes of different online behaviours or choices, allowing pupils to see the consequences of actions in a safe, guided environment and apply this understanding to real-life situations. Additional activities offer statements designed to spark debate and discussion where there is no single right or wrong answer, emphasising the importance of nuance, perspective and context in digital interactions.

Teachers gather rich insights into pupils’ progress by using intuitive observations, planned interactions and purposeful assessment tasks embedded within lessons and online activities. These approaches help capture how pupils communicate, apply knowledge, engage with digital tools and reflect on their online behaviours and choices. Applying a variety of methods such as conferencing, questioning, feedback, peer- and self-assessment, portfolios and technology-assisted tools enables pupils to demonstrate their understanding in authentic ways and take an active role in evaluating their own learning. By focusing on personal growth, reflection and responsible participation, assessment in the Switched On programme supports children in becoming confident, thoughtful and ethical digital citizens.

# Important Information for Teachers

## Age Restrictions Online – What do I need to know?

Most social media platforms and services have a minimum age requirement; for the majority of these services, it is 13 years old. Therefore technically, children under the age of 13 should not have a social media account. Age verification processes vary greatly across platforms, with some being more robust than others. The reason for the variance is because different platforms allow different types of material, with different levels of potential harm. The more potentially harmful material a platform allows, the more robust the age verification process should be. In some cases, it can be quite easy for children to find a way around age verification measures. The Online Safety Framework requires platforms to have age verification in place. If you feel a platform's age verification processes are not adequate, you can complain to the platform and also to Coimisiún na Meán. Children should never be encouraged to use a service before they reach the minimum age requirements. If children lie about their age, they will miss out on the protections platforms are now required to put in place for young users.

Under the E.U General Data Protection Regulation (GDPR), Ireland has set the Digital Age of Consent to 16 years old. This is the age at which children can legally consent to companies/organisations processing their personal data or information, for example when you sign up to an online platform or social media account. For children under the age of 16, consent must be given/authorised by the parent or guardian of the child. For the purposes of data collection, teenagers between the age of 13 and 16 years old must have parental permission to sign-up to social media services.

Age restrictions on online games vary, although most online games have a PEGI Rating. Age ratings are systems used to ensure that entertainment content, such as games, and also films, tv shows or mobile apps, is clearly labelled with a minimum age recommendation based on the content they have. These age ratings provide guidance to consumers, parents in particular, to help them decide whether or not to buy a particular product for a child.

There is no age restriction for watching videos on YouTube, but users need to be 13 or older to have their own YouTube account (enabling them to subscribe to other channels, like videos, post comments, share their own content and flag inappropriate content).

## What are the rules protecting children and young people online?

In Ireland, there are new rules in place to protect children and young people online under the Online Safety Framework. Coimisiún na Meán, Ireland's media regulator, are tasked with the important work of developing a thriving, diverse, creative, safe and trusted media landscape. This encompasses the digital eco-system, and as such, Coimisiún na Meán is responsible for Ireland's Online Safety Framework, which includes 3 laws. This important framework will hold digital services accountable for how they protect people, especially children, from harm online.

For example, platforms must remove illegal content and diligently apply their own rules about harmful content. They must have easy-to-access, user-friendly ways for users to report illegal and harmful content, as well as a clear and accessible point of contact. Where Coimisiún na Meán identify that these requirements are not upheld, they are empowered to take action, for example by issuing fines.



SECTION TWO

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# Switched On:

A Digital Citizenship Education  
Programme for 5th & 6th Class

INTRODUCTION LESSON

# Being a Good Digital Citizen

## Purpose

This lesson will introduce the concept of digital citizenship and the digital citizenship programme for pupils. It will explore the overall concept of digital citizenship, what it means and the opportunities and responsibilities of digital citizenship.

## Focus of the Learning

Pupils will be able to

Define digital citizenship and what it means to be a good digital citizen.

Identify the opportunities and benefits that digital citizenship brings to individuals and society.

## Wellbeing Curriculum Link

**Strand:** Health Education – SPHE  
**Strand Unit:** Media and digital wellbeing:

Evaluate the benefits and challenges of digital technology use and reflect on the role and influence of media and popular culture in their lives.

Adopt strategies to promote safe, ethical and responsible use of digital technologies, recognising personal and communal responsibility in fostering a positive, respectful and safer digital environment and understand safe ways to report inappropriate or harmful behaviours or content.

**Strand:** Community and belonging - SPHE  
**Strand Unit:** Citizenship:

Actively engage in democratic practices, navigating diverse viewpoints respectfully and propose actions to address local or broader issues/concerns to promote collective wellbeing.

## Cross Curricular Links

**Strand:** Oral Language  
**Strand Unit:** Demonstration of understanding:

Respond creatively and critically to what they have heard and experienced.

**Strand:** Writing  
**Strand Unit:** Engagement:

Engage positively and purposefully while creating text in a variety of genres, other languages where appropriate and across the curriculum.

## Methodologies

Brainstorm

Class Discussion

Group Presentation

Think-Pair-Share

## Resources Needed

Activity Sheet

The Tech Toolbox

Sticky notes

# Introductory Lesson: Being a Good Digital Citizen Vocabulary List



Word	Definition	
Citizen	A person who is a member of a community, state, or nation, and - as such - has rights and responsibilities.	
Digital citizenship	A digital citizen is someone who uses technology, like the internet, social media, and devices, in a safe, kind, and responsible way.	
Social good	An act that benefits the largest number of people in the largest possible way. It can mean, for example, doing something to help the environment or supporting people in need in a community.	

# What does it mean to be a citizen?

## Step 1

### BRAINSTORM

What does it mean to be a citizen?

Gather pupil responses.

### EXPLAIN

Being a good citizen means contributing positively to your community, helping others, and respecting the world around you.

## Highlight the Key Features of a Good Citizen:

### 1. Kindness and Respect

**Treat Others Well:** Be kind and polite to people, even if they're different from you.

**Respect Rules and Laws:** Follow rules at school, at home, and in your community because they keep everyone safe and ensure fairness.

### 2. Responsibility

**Take Responsibility for Your Actions:** If you make a mistake, admit it and try to fix it.

**Do Your Best:** Work hard in school, help out at home and keep your promises.

### 3. Caring for the Environment

**Recycle and Reuse:** Reduce waste by reusing things and sorting rubbish properly.

**Save Resources:** Turn off lights when not in use, use water wisely, and avoid littering.

### 4. Standing Up for What's Right

**Be Honest:** Always tell the truth and be fair.

**Be an Ally:** Stand up for someone being treated unfairly and tell an adult if you see bullying.

**Report Problems:** Tell an adult if you see something unsafe or mean online.

### 5. Learning and Growing

**Stay Curious:** Learn about the world around you by asking questions and reading.

**Be Open-Minded:** Respect others' opinions and try to understand their points of view.

### 6. Participation

**Join Your Community:** Take part in school clubs, sports, or local activities.

**Work Together:** Team up with others to solve problems or make things better.

### 7. Respecting Diversity

**Celebrate Differences:** People come from different backgrounds, cultures, and beliefs, and it's important to respect and learn from each other. Be friendly to people from different cultures, religions, or backgrounds.

**Learn About Others:** Ask questions and listen to learn about others' traditions and stories. By understanding different traditions, languages, and ways of life, we can build a fairer and kinder society where everyone feels included.

### 8. Having Pride in Your Community

**Take Care of Public Spaces:** Keep parks, schools, and neighborhoods clean and welcoming.

**Volunteer:** Join activities that make your community better, like cleaning parks or helping at events.

### EXPLAIN

Now, let's talk about what it means to be a citizen online.

**A good digital citizen means being a responsible, respectful, and a safe member of the online community.**

# Key Features of Digital Citizenship

**Present examples of responsible behaviour online:**

Someone using the internet to learn how to play an instrument.

Someone leaving a kind comment on a friend's social media post.

Someone setting a strong password to protect their personal information.

Blocking an unknown/suspicious contact/message.

Someone fundraising for a charity.

## Step 1

### INTRODUCE

Let's explore responsible behaviour online.

## Step 2

### ASK PUPILS

What makes these actions examples of good digital citizenship?

Facilitate discussion and gather pupil's feedback.

### EXPLAIN

The Key Features of a Good Digital Citizen:

#### 1. Respect Others Online

**Be Kind:** Treat others online the same way you would in real life. Avoid posting mean comments or bullying others.

**Use Positive Language:** Always speak politely in messages, posts, or chats.

#### 2. Protect Your Privacy

**Keep Personal Information Private:** Don't share details like your address, phone number, school name, or passwords online.

**Use Strong Passwords:** Create unique passwords and don't share them, even with friends.

#### 3. Stay Safe

**Think Before You Click:** Be careful with links, downloads, or messages from people you don't know.

**Report Problems:** Tell an adult if you see something unsafe, inappropriate, or hurtful.

#### 4. Think Before You Post

**Consider the Consequences:** Once something is posted online, it can be hard to delete. Ask yourself if it's okay for others to see now and in the future.

**Protect Your Reputation:** Avoid sharing anything embarrassing or unkind.

#### 5. Verify Information

**Don't Believe Everything:** Check if what you read online is true, especially news or rumors.

**Avoid Spreading False Information:** Only share information you're sure is accurate.

#### 6. Follow the Rules

**Respect Platforms:** Follow the rules of websites, games, and apps.

**Respect Copyrights:** Don't copy or use someone else's work (like photos, videos, or text) without permission.

#### 7. Practice Kind Communication

**Engage Positively:** Use social media, games, online communities to share good ideas, help others, and create a friendly environment.

**Help Stop Bullying:** Stand up for others and report cyberbullying if you see it.

#### 8. Understand your Digital Footprint

**Be Aware of Your Online Trail:** Everything you do online leaves a trace. Make the most of your time online and create a positive digital footprint.

## Step 3

### THINK-PAIR-SHARE

What is one way you can be a good digital citizen?

Collate answers on the board.

## Opportunities of Digital Citizenship

### REFLECTION & ACTION

#### Reflection

Use the following prompts to have pupils reflect on their learning:

**Why Is Being a Good Digital Citizen Important?**

.....

**Keeps You Safe:** Protects your privacy and prevents scams or dangers online.

.....

**Builds a Positive Reputation:** Helps you create an online presence you can be proud of.

.....

**Makes the Internet Better for Everyone:** A positive attitude spreads and creates a friendlier online community.

.....

#### Action

To practice being a responsible digital citizen, select one tip from today's class to use over the course of the next week. summary of key points of the lesson.

### Step 1

#### GROUP WORK

Divide the class into small groups. Distribute the Activity Sheet: The Tech Toolbox (one per group) and markers.

### Step 2

#### BRAINSTORM

List ways the internet and digital devices can be used positively for:

#### Learning

Researching projects, watching educational videos, practicing skills through online games.

.....

#### Creating

Opportunities for creativity and self-expression e.g., writing stories, making presentations, composing music, designing art.

.....

#### Connecting

Building communities between people with similar interests and building a supportive online group, sharing helpful information.

.....

#### Communicating

Communication with family, friends, and the wider public.

.....

#### Playing

Educational games, connecting with friends online, virtual tours of museums/places.

.....

#### Entertainment

Videos, posts, viral content, t.v. shows, etc.

.....

#### Social Good

Fundraising for charities, raising awareness about important issues, volunteering virtually.

.....

### Step 3

Give each group sticky notes to write down their ideas.

Once finished, ask each group to share one example from their brainstorming about how being a good digital citizen makes these activities more enjoyable.

#### EXPLAIN

Throughout this digital citizenship programme we will be looking more closely at the key features of how to be a good digital citizen introduced in this lesson.

## The Tech Toolbox

In your Tech Toolbox, list the ways the internet and digital devices can be used positively for the below activities. Give one example for each category about how being a good digital citizen makes these activities more enjoyable.

**My Tech Toolbox**

**LEARNING:**  
.....  
.....

**CREATING:**  
.....  
.....

**CONNECTING:**  
.....  
.....

**COMMUNICATING:**  
.....  
.....

**PLAYING:**  
.....  
.....

**ENTERTAINMENT:**  
.....  
.....

**SOCIAL GOOD:**  
.....  
.....

## MODULE ONE

# Learning, Creating and Playing Online

## Purpose

This module will explore the benefits of the online world, the opportunities and how the internet and digital technology can be used to learn, create and play. Pupils will learn about the rights and responsibilities they have when it comes to content they create or use.

## Focus of the Learning

Pupils will be able to

Investigate ways to leverage technology for learning, creativity, play and social good.  
.....

Define “copyright” and explain how it applies to creative work online.  
.....

Explore copyright principles using real-life scenarios.  
.....

## Wellbeing Curriculum Link

**Strand:** Community and belonging - SPHE  
**Strand Unit:** Rights and Fairness:

Appreciate the importance of rights, equity, equality and justice, and discuss the grounds under which discrimination is prohibited in Ireland.

**Strand:** Health Education – SPHE  
**Strand Unit:** Media and digital wellbeing:

Evaluate the benefits and challenges of digital technology use and reflect on the role and influence of media and popular culture in their lives.

Adopt strategies to promote safe, ethical and responsible use of digital technologies, recognising personal and communal responsibility in fostering a positive, respectful and safer digital environment and understand safe ways to report inappropriate or harmful behaviours or content.

## Cross Curricular Links

**Strand:** Oral Language  
**Strand Unit:** Vocabulary:

Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose.

**Strand:** Writing  
**Strand Unit:** Engagement:

Engage positively and purposefully while creating text in a variety of genres, other languages where appropriate and across the curriculum.

## Methodologies

Group Work  
.....

Pair Work  
.....

Matching Activities  
.....

## Resources Needed

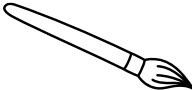






**Activity Sheet 1**  
Creative Commons Licenses Infographic  
.....

**Activity Sheet 2**  
Copyright Champions  
.....

**Webwise Parents/Guardians**  
Take-Home Handout 1  
.....

# Module One: Learning, Creating and Playing Online Vocabulary List



Word	Definition	
Creating	The act of making or producing something new using imagination, ideas or skills.	
Connecting	The act of bringing things or people together. It can be about linking ideas, making friends, talking to someone, or joining a community.	
Content	Information that can take the shape of something written (like an article, a blog post, a book), a video, audio (including music), a picture, an art-piece that is intended to entertain, inform and/or engage.	
Copyright	The legal right to be the only one to reproduce, publish, or sell the content.	
Creative commons	An alternative to traditional copyright. The creator can give permission to other people to use their work if they follow certain rules, like giving them credit or not using it to make money.	
Royalty free music	Music that can be used multiple times after paying a single, one-time license fee, without paying extra money each time. For example using royalty free music in a video you create means you don't have to pay extra every time the video is played.	
Plagiarism	The act of taking credit for someone else's words, ideas, or work by presenting them as one's own, either on purpose or accidentally through failure to properly cite the original source.	

**Include examples** of how AI tools can be used now to generate works e.g., create digital art (e.g. Canva), or translate text into another language (e.g. Google Lens).

**Here is an example** of one real-life case study that highlights the risks of infringing copyrighted music you could explore with pupils:

**Audio of Case Study**  
(Bruno Mars and Miley Cyrus)

(Source: <https://www.npr.org/2024/09/19/nx-s1-5117817/miley-cyrus-is-accused-of-copying-bruno-mars-but-bruno-mars-isnt-accusing>)

Accessed on: 20/9/2024)

#### EXTENSION ACTIVITY

Explore a topic of your choice on Britannica School via Scoilnet.ie (<https://school.eb.co.uk/levels/intermediate>) and ask pupils to create a short report or article on the topic avoiding plagiarism.

## ACTIVITY 1

# Investigating Technology for Learning, Creativity and Play

### Step 1

#### DISCUSS

In what ways do you use the Internet for?

- (a) Learning and Creating or
- (b) Playing and Connecting

### Step 2

#### DISCUSS

The benefits of technology for these purposes.

Practical examples to demonstrate may include educational websites (e.g., Khan Academy), creative platforms (e.g., Scratch, YouTube), and games (e.g., Minecraft for Education).

## ACTIVITY 2

# Understanding Copyright, Creative Commons and Fair Use

### Step 1

#### EXPLAIN

The internet is a great place to explore and learn, with access to so much information it is important to understand our rights and responsibilities when creating, sharing, or using content online.

We are now going to explore our responsibilities when it comes to using content we find, create and share on the internet.

### Step 2

#### BRAINSTORM

For each prompt question on screen ask pupils to turn to their partner and discuss the questions before revealing the explanation on screen.

What does the word copyright mean and can you think of any examples of it online?

Read through the definitions of copyright and examples of copyrighted materials e.g., a song, book cover.

#### EXPLAIN

Just like with physical objects (e.g., books, art, etc.), creators own their online creations (e.g., videos, music, pictures, etc.).

#### THINK-PAIR-SHARE

Why is copyright important for content available online? i.e. to protect creators' rights and encourage creativity.

#### EXPLAIN

Using someone else's work without permission is called plagiarism.

### Step 3

#### INTRODUCE

The concepts of Creative Commons and Royalty Free Music, and how they allow for legal sharing and use of creative works.

### Step 4

#### DISPLAY

Show pupils examples of each of these with key points and their implications.

#### DISCUSS

Real-life copyright scenarios e.g. the happy birthday song, or legal cases e.g., Taylor Swift or Ed Sheeran 'Shape of You' song, or taking someone else's artwork without their permission and entering it into an art competition as their own.

## Copyright Champions

### REFLECTION & ACTION

#### Reflection

Recap the main points of the module and emphasise the importance of asking permission before using other people's work online and giving credit to creators when using their content.

#### What?

What have I learned?

---

#### So what?

Why is this important?

---

#### Action

#### Now what?

How can I use what I have learned?

---

List one action you will take to use technology for learning/creating or playing in a responsible way.

---

### TAKE-HOME ACTIVITY

#### Homework

Distribute Webwise Parents/Guardian Take-Home Handout 1 which includes an activity for your pupils and parents/guardians to complete together along with summary of key points of the module.

### Step 1

#### DISPLAY

Infographic detailing some of the Creative Commons licenses and explain how each license gives a different set of permissions to a creator's work.

### Step 2

#### GROUP WORK

In small groups give each group a scenario to work on. Ask pupils to discuss their scenario, whether they respect copyright or not and decide what the appropriate creative commons license is.

#### SCENARIO 1

Mr. O'Reilly's 5th class are creating a short film to enter the FÍS Film Awards Competition. As part of this competition you are not allowed to submit films that have copyrighted music. Sarah in the class has a brother, John, who is a musician and agrees to compose a piece of music for their film. John gives full written permission to use the original piece of music he has written to be used in the film. The class are delighted and include John's name and his piece of music in the film credits.

**What Creative Commons license is this?**

**Answer: CC BY**

#### SCENARIO 2

A graphic designer finds icons and uses them to create a set of infographics for a free online course about graphic design. The graphic designer can use and adapt these icons, but they must provide proper credit to the owner.

The icons cannot be used in any commercial product or service, like a paid app or a commercial website.

**What Creative Commons license is this?**

**Answer: CC BY NC**

#### SCENARIO 3

Sophie, a 5th class pupil finds paintings by an artist she is studying for an Italy project. Sophie is allowed to share the paintings as long as she gives proper credit and links back to the original page. She cannot modify the paintings in any way, nor can she use the artwork for any commercial purposes, like selling prints or using them in promotional materials.

**What Creative Commons license is this?**

**Answer: CC BY NC ND**

#### SCENARIO 4

Maria, a historian and writer, finishes a detailed illustration of an ancient Roman city layout and decides to release it. She uploads the illustration to a public repository, making it freely available to anyone without any restrictions. A textbook publisher discovers Maria's illustration and decides to use it in a history book, while a game developer uses it as a basis for designing a level in a historical video game. Neither party needs to ask for permission, provide credit, or worry about any licensing terms—they can use, modify, or adapt Maria's work however they wish.

**What Creative Commons license is this?**

**Answer: Public Domain**

### Step 3

#### PRESENTATION

Each group presents their scenario and solution to the class.

#### DISCUSSION

Discuss each scenario as a class and emphasise the correct understanding of creative commons license principles after each scenario presentation.

# Creative Commons Licenses Infographic

## Creative Commons Licenses: Your Guide to Sharing

Creative Commons licenses help creators share their work while letting others know how it can be used. Each license has specific rules. Here's a simple guide:

Abbreviation	What it Means	Example
<b>Public Domain</b>  No attribution required	Public domain is used to describe when creative works such as a book, song, or picture are so old (or the creator gave it away) that now everyone can use it however they like.	"Twinkle, Twinkle, Little Star" is so old it's in the public domain. Anyone can use, sing, or change it freely, no permission or payment needed!
<b>CC BY</b>  Attribution	You can use, share, and change the work, even for commercial purposes, but you must give credit to the creator. The most open! You can do almost anything, just give credit.	Using a photo in a school project and mentioning who took it.
<b>CC BY-SA</b>  Attribution Share Alike	You can use, share, and change the work, even for commercial purposes, but you must give credit and license your new work under the same terms.	Creating a remix of a song and sharing it with the same license.
<b>CC BY-ND</b>  Attribution No Derivatives	You can use and share the work, even for commercial purposes, but you cannot change it, and you must give credit	Sharing an unedited article on your account with proper credit.
<b>CC BY-NC</b>  Attribution Non Commercial	Give credit. You cannot use the work to make money. This means no selling it or using it in a business that earns cash.	Using artwork in a school presentation, giving credit, and not selling it.
<b>CC BY-NC-SA</b>  Attribution Non Commercial Share Alike	You can use, share, and change the work for non-commercial purposes, but you must give credit and license your new work under the same terms.	Creating a non-profit educational video using CC BY-NC-SA music and sharing it with the same license.
<b>CC BY-NC-ND</b>  Attribution Non Commercial No Derivatives	You can use and share the work for non-commercial purposes, but you cannot change it, and you must give credit.	Sharing a free e-book with friends without altering it and giving credit to the author.

**Remember:****T \* A \* S \* L for Attribution**

When using Creative Commons materials, always include:

**T****Title of the work****A****Author's name****S****Source (where you found it)****L****License type**

This helps others know how they can use the work too.

# Copyright Champions

Read through the scenario and decide how best to act to be a Copyright Champion!

## Scenario 1

Mr. O'Reilly's 5th class are creating a short film to enter the FÍS Film Awards Competition. As part of this competition you are not allowed to submit films that have copyrighted music. Sarah in the class has a brother, John, who is a musician and agrees to compose a piece of music for their film. John gives full written permission to use the original piece of music he has written to be used in the film. The class are delighted and include John's name and his piece of music in the film credits.

What Creative Commons license is this?

- A) CC BY NC ND
- B) CC BY NC
- C) CC BY
- D) Public Domain

## Scenario 3

Sophie, a 5th class pupil finds paintings by an artist she is studying for an Italy project. Sophie is allowed to share the paintings as long as she gives proper credit and links back to the original page. She cannot modify the paintings in any way, nor can she use the artwork for any commercial purposes, like selling prints or using them in promotional materials.

What Creative Commons license is this?

- A) Public Domain
- B) CC BY
- C) CC BY NC
- D) CC BY NC ND

## Scenario 2

A graphic designer finds icons and uses them to create a set of infographics for a free online course about graphic design. The graphic designer can use and adapt these icons, but they must provide proper credit to the owner. The icons cannot be used in any commercial product or service, like a paid app or a commercial website.

What Creative Commons license is this?

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- B) Public Domain
- C) CC BY NC ND
- D) CC BY

## Scenario 4

Maria, a historian and writer, finishes a detailed illustration of an ancient Roman city layout and decides to release it. She uploads the illustration to a public repository, making it freely available to anyone without any restrictions. A textbook publisher discovers Maria's illustration and decides to use it in a history book, while a game developer uses it as a basis for designing a level in a historical video game. Neither party needs to ask for permission, provide credit, or worry about any licensing terms—they can use, modify, or adapt Maria's work however they wish.

What Creative Commons license is this?

- A) CC BY
- B) Public Domain
- C) CC BY NC ND
- D) CC BY NC



## Learning, Creating, Playing Online Module Summary

Today in class we discussed the benefits of the online world, the opportunities and how the internet and digital technology can be used to learn, create and play. We also learn about the rights and responsibilities we have when it comes to content we create or use.

### Homework Activity:

With a parent/guardian answer the following questions to compare how you use the internet:

Use the Webwise TalkListenLearn Topic Generator Tool available here: <https://talklistenlearn.webwise.ie/> to have a conversation with your child about their online life. Click the Start the Conversation button and choose a randomly generated question to discuss.

Write the topic or question you discussed here

What is one takeaway about how you both use the internet



### Have the Chat

As your child navigates the online world for learning and play, creating and connecting, here are some important steps to help them stay safe:

#### How to Set up Parental Controls on all Devices

Available at [webwise.ie/parents/parental-controls-2/](https://webwise.ie/parents/parental-controls-2/)

#### Talking to Your Child About Online Safety

Available at [webwise.ie/parents/talking-to-your-child-about-online-safety/](https://webwise.ie/parents/talking-to-your-child-about-online-safety/)

Talk to your child about responsible use of content they create, find and use online for learning, creating or playing.

Visit [webwise.ie/parents](https://webwise.ie/parents) for more expert advice, support and resources.





MODULE TWO

# Understanding Mis and Disinformation Online

## Purpose

This module will enable pupils to understand the importance of finding and accessing reliable content and explore motivations for spreading false information. It will develop pupil’s critical thinking skills to evaluate online content and recognise mis and disinformation.

## Focus of the Learning

Pupils will be able to

Discuss why organisations, groups and individuals may create and share false information online and the impact of this.

Identify various forms of mis and disinformation online.

Demonstrate how to critically evaluate the credibility of information they find on the internet.

## Wellbeing Curriculum Link

**Strand:** Health Education – SPHE  
**Strand Unit:** Media and digital wellbeing:

Critique depictions of topics in the media, recognising examples of stereotypes and bias and identify strategies to evaluate the credibility of information.

## Cross Curricular Links

**Subject:** English  
**Strand:** Reading  
**Strand Unit:** Vocabulary:

Acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts


**Strand Unit:** Response and author's intent: Compare, contrast and critically reflect on the intent of different authors and discuss various interpretations of text in a wide range of genres.

## Methodologies

- Video Analysis
- Group Work
- Think-Pair-Share
- Class Discussion

## Resources Needed

- Activity Sheet 2.1
- Understanding Mis and Disinformation
- Activity Sheet 2.2
- Fact Checking
- Webwise Parents/Guardians
- Take-Home Handout 2

 **Teacher Note**

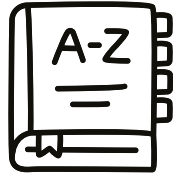
False Information is an umbrella term for mis/disinformation among other types.







**Further information on types of mis and disinformation are available here:**

[firstdraftnews.org/long-form-articleunderstanding-information-disorder/](http://firstdraftnews.org/long-form-articleunderstanding-information-disorder/)

[better-internet-for-kids.europa.eu/enlearning-corners/teachers-and-educatorsunderstanding-mis-and-disinformation](http://better-internet-for-kids.europa.eu/enlearning-corners/teachers-and-educatorsunderstanding-mis-and-disinformation)

# Module Two: Understanding Mis and Disinformation Online Vocabulary List



Word	Definition	
False information	News or information that you get about someone or something that is incorrect, misleading, or not true.	 An icon of a newspaper with the words 'FAKE NEWS' at the top and a small profile picture of a person.
Disinformation	False information that is purposely created or shared to trick, harm or mislead people.	 A large, bold black 'X' mark.
Misinformation	False or inaccurate information, that is shared without an intention to harm or deceive.	 A speech bubble containing the word 'OOPS!' in a playful, bubbly font.
Satire or parody	The use of jokes, exaggeration, or making fun of something to to expose and criticise something or someone. Most of the time, it's meant to be funny or to point out issues with things like politics or famous people. But sometimes, it can also be used in a mean way to spread untrue stories or rumours.	 A simple line drawing of a face with a wide, open-mouthed smile and squinted eyes, representing laughter.
Misleading content	When a headline, image, or video is paired with a story or content that does not actually match what is being discussed.	 A simple line drawing of a face with a downward-curving mouth and neutral eyes, representing a sad or disappointed expression.
False context	When something real, like a photo, video, or story, is shown in the wrong/different situation to make people believe something that isn't true.	 An icon showing three interlocking puzzle pieces, with a question mark above one of them, symbolizing confusion or a missing piece of information.

## Module Two: Understanding Mis and Disinformation Online Vocabulary List



Word	Definition	
Imposter content	When an individual pretends to be someone else, typically a well-known figure, by using their name, image, logo, or other personal details to trick others into believing their content is authentic.	
Manipulated content	Original content that is changed or altered to make it look different from what happened to deceive or create false information.	
Deepfakes	A type of artificial intelligence technology that can create realistic videos, audio or pictures of people doing or saying things they never actually did.	
Fact-checker	A person or a tool that checks if the information is accurate.	

## Why do people spread false information?

### Step 1

#### PLAY VIDEO

To introduce the module.

### Step 2

#### DISCUSS

How do we access information now vs how people accessed information 50 years ago?

.....  
What are the differences and similarities?

.....  
What method is a more reliable source of information and why?

.....  
What are the advantages and disadvantages?

.....  
Discuss responses and remind pupils that this is an opportunity to look at the benefits of having access to so much information online.

### Step 3

#### VIDEO ANALYSIS

Play Flying Penguins BBC, available at [youtube.com/watch?v=9dfWzp7rYR4](https://www.youtube.com/watch?v=9dfWzp7rYR4)

#### ASK

Watch the video and write down 3 “new” facts on penguins from watching it.

Get feedback from pupils and use this as a discussion point to see if everyone agrees or disagrees with the new information about penguins that has been presented through the video.

#### EXPLAIN

This video is a fake created by the BBC as an April Fools prank. It demonstrates an example of false information and how sometimes it can be hard to spot even when it appears to come from a credible source.

False information can be any online content including information, stories or hoaxes that have been created to deliberately misinform or deceive readers, viewers, or listeners.

#### DISCUSS

Ask pupils for examples of online information they see regularly (news articles, social media posts). Ask if they have ever encountered something that they thought was true but turned out to be fake online. Have pupils share their experiences with encountering mis and disinformation.

#### EXPLAIN

This is called encountering “false information” online, explaining the concept and how it can be misleading.

### Step 4

#### DISCUSS

**Iceberg visual: Why might individuals or groups create and share false information online?**

Ask pupils to work in pairs/small groups to discuss real examples of false information online, the motivations people might have for sharing false information and the impact it can have on people.

Take feedback and discuss the different reasons (e.g., to mislead, to promote an agenda, for entertainment) and the impacts of false information on individuals and society (e.g., misinformation about health, political propaganda). People might also share false information because they believe it to be true and don't realise it is false information.

## Spot the Fake!

### Step 1

#### EXPLAIN

There are different types of false information we can encounter online. Look at the difference between “misinformation” and “disinformation”.

### Step 2

#### EXPLAIN

There are five different types of mis/disinformation and go through each example with the pupils.

#### Ask

Complete the drag and drop activity for other forms of online mis and disinformation.

#### Note

These other forms of misinformation and disinformation might fall within/across the five types or sit in their own category entirely. The purpose of this activity is to spark discussion amongst pupils about other forms of mis and disinformation using advanced and emerging technology such as AI and consider the potential harm each might cause.

### Step 3

#### PAIR WORK

Examples of mis and disinformation. Ask pupils to identify what type of mis/disinformation each example might be.

#### Can you spot the type of Misinformation and Disinformation?

##### Example 1:

A headline in the school newspaper reads: “Local School to Replace All Chairs with Trampolines!” The article goes on to “explain” that the principal believes trampolines will help students stay more active and improve their concentration. It includes quotes from a fictional “scientist” who claims that “bouncing while studying boosts brain power,” and even features a photo of students bouncing on small trampolines in a classroom.

#### What category best describes this story?

1. True Story
2. Satire or Parody (answer)
3. False Context
4. Manipulating Content

##### Example 2:

A sports website posts an article titled, “Superstar Athlete Only Practices One Hour a Week!” The article shares a quote from the athlete saying, “I like to keep my practices short.” But, later in the article, it mentions that he practices intensely every day for hours. However, that part is written in very small text, and most people don’t read it. Many young athletes start thinking they only need to practice for one hour to be as good as him.

#### What category best describes this story?

1. False Context
2. Satire or Parody
3. Misleading Content (answer)
4. Imposter Content

## Spot the Fake!

### Example 3:

A video of a farmer planting seeds quickly goes viral with the caption, "Local Farmer Plants Rare Money Tree!" The footage shows a farmer carefully planting seeds in neat rows. Although the video is real, the caption misleads viewers into thinking the farmer is growing actual money trees. In reality, the farmer is just planting corn.

**What category best describes this story?**

1. False Context (answer)
2. Satire or Parody
3. True Story
4. Imposter Content

### Example 4:

A video appears on social media showing famous singer Taylor Swift saying, "I don't believe in climate change, there is no real evidence that climate change is happening!" The video looks convincing at first, but soon after, Taylor Swift's actual team releases a statement explaining that the video was a deep fake and created using AI such as voice manipulation. Taylor Swift never made such a statement.

**What category best describes this story?**

1. Imposter Content (answer)
2. Satire or Parody
3. Misleading Content
4. False Connection

### Example 5:

A photo circulates showing the school's biggest tree entirely covered in toilet paper, with the caption, "Look what happened during last night's school prank!" Many students think it's hilarious and believe it really happened, but later the school principal reveals the image was edited to make the tree look like it was covered in toilet paper. The actual prank was much smaller - just one branch had a few pieces of toilet paper on it.

**What category best describes this story?**

1. Imposter Content
2. Manipulated Content (answer)
3. True Story
4. Misleading Content

## Become a Fact-Checker

### REFLECTION & ACTION

#### Reflection

List one reason why false information is spread online.

**What** is an example of a type of mis/disinformation?

**What** impact can the spread of mis and disinformation have on people?

#### Action

What is one thing you will do when you see something online (e.g. a meme, video, or social media post) to check it is true and reliable?

### TAKE-HOME ACTIVITY

#### Homework

Distribute Webwise Take-home Handout 2 which includes an activity for your pupils and parents/guardians to complete together along with summary of key points of the module.

#### Answers to Quiz:

**1 = Answer: D** - Look for evidence, trustworthy reviews, and avoid apps or tools that make outrageous promises without any scientific backing.

**2 = Answer: A and C** - It's essential to know the source and look for credible evidence before trusting extraordinary claims.

**3 = Answer: B** - Double-checking with reliable sources is a good way to verify information.

**4 = Answer: B** - Always check reviews to make sure an app is safe and not a scam!

### Step 1

Read the **Fact Checking Tips** and discuss how pupils can use these to verify online information.

### Step 2

#### Pair Work

Work through the websites/stories in the Real or Fake? Activity in pairs to help them become a Fact-Checker and decide if each story is real or fake.

As you go through the stories ask pupils about their "gut feeling" about the stories and to identify the elements of the story which gave them that feeling.

It is important to teach children to have an open mind and be open to change their perspective when presented with new factual information.

Print and distribute Activity Sheet 2.2 Fact Checking Tips to support learners with mild learning difficulties.

#### Story 1:

##### The Dancing Plague of 1518

Story Source: [history.co.uk/articles/strictly-plague-dancing-the-dancing-mania-of-1518](https://www.history.co.uk/articles/strictly-plague-dancing-the-dancing-mania-of-1518)

#### Story 2:

##### Check out this amazing photo of a drone image of lightning striking the Poolbeg towers!

Story Source: [thejournal.ie/poolbeg-chimney-stacks-lightning-photo-fake-5821633-Jul2022/](https://www.thejournal.ie/poolbeg-chimney-stacks-lightning-photo-fake-5821633-Jul2022/)

#### Story 3:

##### 90 Year Old American Actress That Still Lives With 14 Lions & Tigers

Story Source: [life.com/animals/something-wild-at-home-with-tippi-hedren-melanie-griffith-and-a-400-pound-lion/](https://www.life.com/animals/something-wild-at-home-with-tippi-hedren-melanie-griffith-and-a-400-pound-lion/)

#### Story 4:

##### The Headless Chicken

Story Source: [history.co.uk/articles/the-unbelievable-story-of-mike-the-headless-chicken](https://www.history.co.uk/articles/the-unbelievable-story-of-mike-the-headless-chicken)

#### Answers:

1. True
2. False
3. True
4. True

### Step 3

As a class go through each website and elicit from the pupils why they thought it was real or fake. Reinforce the key strategies on how to verify information online. Encourage pupils to be critical of what they encounter online.

### EXTENSION ACTIVITY

Ask pupils to go back and watch the top tips mentioned at the end of the module introduction video again. Ask them to create a poster, info graphic, video or song of the top tips to help verify information online is accurate and true.

## Understanding Mis and Disinformation

Have you ever encountered something online that you thought was true but turned out to be fake? It was probably misinformation or disinformation.

**What is the difference between misinformation and disinformation?**

Misinformation	Disinformation
False, incorrect or inaccurate information	Incorrect information
Shared without intention to harm or deceive	Share deliberately
	With intent to mislead and cause harm

### The main types of misinformation and disinformation are:

**1. Satire or parody**

Potential or intention to fool but not to harm (e.g., Waterford Whispers).

.....

**2. Misleading content**

Using information in a misleading context about an issue, new story or individual (e.g., misuse of statics in visual representation e.g. crowd size).

.....

**3. False context**

Sharing genuine information in a false context, such as using accurate facts to support a false conclusion (e.g., a video/ picture being used to in a story in a way that does not show the full context in which it was captured).

.....

**4. Imposter content**

Impersonating genuine sources or figures with the aim to deceive (e.g., impersonating official companies or news outlets to deceive others).

.....

**5. Manipulated content**

Altering genuine information or content (such as images or videos) in order to deceive (e.g., slowing down a video of a politician speaking to make them seem incoherent).

.....

# Fact Checking Activity Sheet

Can you spot the type of Misinformation and Disinformation? Read through each of the examples and decide what type of misinformation and disinformation it is.

## Example 1

A headline in the school newspaper reads: "Local School to Replace All Chairs with Trampolines!". The article goes on to "explain" that the principal believes trampolines will help students stay more active and improve their concentration. It includes quotes from a fictional scientist who claims that "bouncing while studying boosts brain power," and even features a photo of students bouncing on small trampolines in a classroom.

What category best describes this story?

- True Story  
.....
- Satire or Parody  
.....
- False Context  
.....
- Manipulating Content  
.....

## Example 2

A sports website posts an article titled, "Superstar Athlete Only Practices One Hour a Week!". The article shares a quote from the athlete saying, "I like to keep my practices short." But, later in the article, it mentions that he practices intensely every day for hours. However, that part is written in very small text, and most people don't read it. Many young athletes start thinking they only need to practice for one hour to be as good as him

What category best describes this story?

- False Context  
.....
- Satire or Parody  
.....
- Misleading Content  
.....
- Imposter Content  
.....

## Example 3

A video of a farmer planting seeds quickly goes viral with the caption, "Local Farmer Plants Rare Money Tree!". The footage shows a farmer carefully planting seeds in neat rows. Although the video is real, the caption misleads viewers into thinking the farmer is growing actual money trees. In reality, the farmer is just planting corn.

What category best describes this story?

- False Context  
.....
- Satire or Parody  
.....
- True Story  
.....
- Imposter Content  
.....

## Example 4

A video appears on social media showing famous singer Taylor Swift saying, "I don't believe in climate change, there is no real evidence that climate change is happening!". The video looks convincing at first, but soon after, Taylor Swift's actual team releases a statement explaining that the video was a deep fake and created using AI such as voice manipulation. Taylor Swift never made such a statement.

What category best describes this story?

- Imposter Content  
.....
- Satire or Parody  
.....
- Misleading Content  
.....
- False Connection  
.....



**Can you spot the type of Misinformation and Disinformation?** Read through each of the examples and decide what type of misinformation and disinformation it is.

### Example 5

A photo circulates showing the school's biggest tree entirely covered in toilet paper, with the caption, "Look what happened during last night's school prank!". Many students think it's hilarious and believe it really happened, but later the school principal reveals the image was edited to make the tree look like it was covered in toilet paper. The actual prank was much smaller - just one branch had a few pieces of toilet paper on it.

What category best describes this story?










- Imposter Content  
.....
- Manipulated Content  
.....
- True Story  
.....
- Misleading Content  
.....

# Understanding Mis and Disinformation

## Online Module Summary

Today in class we talked about the importance of finding and accessing reliable content and explored motivations for spreading false information.

### Top Tips for Finding Reliable Information Online

-  Check where the information is coming from – is it a trusted source?  
.....
-  Look for other trusted websites or news sources to see if they say the same thing.  
.....
-  Look beyond the headline... Headlines can be sensationalised or misleading to grab attention. Always read the full article to understand the context.  
.....
-  Don't share it! If you think it's wrong.  
.....
-  Is it a joke?  
.....
-  Just because information is going viral or being shared by someone you know doesn't mean it's true.  
.....
-  Not sure about an image? You can also use tools like Google's reverse image search or TinEye to find out where it originally came from.  
.....
-  Talk to someone about it, like a parent or a teacher, so they can help you figure out what's true.  
.....
-  Use fact checking sites such as The Journal FactCheck ([www.thejournal.ie/factcheck/news](http://www.thejournal.ie/factcheck/news)), Snopes ([www.snopes.com](http://www.snopes.com)) or Fact Check ([www.factcheck.org](http://www.factcheck.org)) to find out if a story has already been debunked or if a too-good-to-be-true story really was true after all.  
.....

#### ACTIVITY

### Fact or Fiction?

With a parent/guardian answer the following questions and complete the quiz.

1. Where do you get your news from?  
.....

2. What is a trusted source of news?  
.....

3. List 3 news sources you trust.  
.....



## Fact or Fiction? Quiz

### Question 1

A friend tells you about an app that says it can “scan your face” to tell you your future! You’re curious but sceptical. What might make you suspect it’s false?

- A) There’s no scientific evidence or reputable source behind it.
- B) The app costs a lot of money and has very few reviews.
- C) Your friend says they read about it on a random social media account.
- D) All of the above.

### Question 2

You read a story on social media about a “new diet” that promises amazing results. It sounds too good to be true. What should you consider?

- A) Check who created or published the post.
- B) Follow it without thinking – it’s on the internet, so it must be true!
- C) See if there are experts or credible studies supporting the claims.

### Question 3

You see an article online with a shocking headline that says, “Aliens Have Landed on Earth!” It has a picture of a spaceship and no source. What should you do?

- A) Share it with all your friends.
- B) Do a quick search to see if other reliable news sites are reporting the same thing.
- C) Believe it right away because it has a picture.

### Question 4

A famous YouTuber says that if you download a certain app, you can win free concert tickets. What should you do?

- A) Download the app immediately to get the tickets.
- B) Read the reviews of the app to see if it’s safe or if anyone has complained about it.
- C) Ask your friends if they’ve tried it yet.



### Have the Chat

With so much information available online, it can be hard to tell what is true or false. Here are some important resources and advice for parents/guardians:

#### What is False information?

[webwise.ie/parents/false-information-advice-for-parents/](https://webwise.ie/parents/false-information-advice-for-parents/)

#### What is Chat GPT?

[webwise.ie/parents/explainers/explained-what-is-chatgpt/](https://webwise.ie/parents/explainers/explained-what-is-chatgpt/)

#### Be Media Smart:

[bemediasmart.ie/tips/](https://bemediasmart.ie/tips/)

Visit [Webwise.ie/parents](https://webwise.ie/parents) for more expert advice, support and resources.

## MODULE THREE

# Your Digital Footprint

## Purpose

This module will allow pupils to recognise the importance of creating and maintaining a healthy online presence, identity and reputation. Pupils will explore how to interact, communicate and collaborate with others online.

## Focus of the Learning

### Pupils will be able to

Understand the concept of a digital footprint and its implications.

Analyse how online actions contribute to their digital reputation.

Present strategies to cultivate a positive digital footprint and manage their online reputation effectively.

## Wellbeing curriculum link

**Strand:** Health Education – SPHE

**Strand Unit:** Media and digital wellbeing: Evaluate the benefits and challenges of digital technology use and reflect on the role and influence of media and popular culture in their lives.

Critique depictions of topics in the media, recognising examples of stereotypes and bias and identify strategies to evaluate the credibility of information.

**Strand:** Emotional and relational education - SPHE

**Strand Unit:** Relationships: Evaluate key aspects of healthy relationships, such as consent, effective communication, mutual respect and trust, appreciating the importance of healthy relationships for wellbeing.

## Cross curricular links

**Subject:** English

**Strand:** Oral language

**Strand Unit:** Requests, questions and interactions:

Express personal needs, opinions and preferences, explaining and justifying their perspective.

**Subject:** English

**Strand:** Writing

**Strand Unit:** Engagement:

Use writing as a tool to clarify and structure thought and to express individuality.

**Subject:** Art

**Strand:** Exploring and creating:

**Strand Unit:** Explore, express, represent and adapt ideas and themes in a range of 2D and 3D art.

## Methodologies

Reflection

Video Analysis

Collaborative Writing/Artwork

Scenarios

Group Work

True/False Statements

Matching Activity

## Resources needed

Blank A4 sheets

Pencils and pens

**Activity Sheet 3.1**

Building a Positive Digital Footprint

**Activity Sheet 3.2**

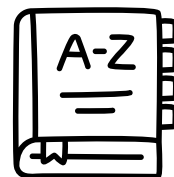
Online Reputation Scenarios




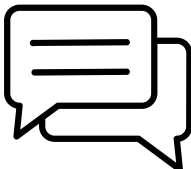

**Webwise Parents/Guardians**

**Take-Home Handout 2**

# Module Three: Your Digital Footprint

## Vocabulary List



Word	Definition	
Digital footprint	The traces individuals leave behind as they use the internet. This includes information such as comments, photos, videos, social media interactions, and websites visited.	
Online reputation	Your online reputation is what people think about you based on what they see about you on the internet.	
Harmful content	Pictures, videos, or words we might come across online that make us feel scared, upset, or confused.	
Visible actions	When you use the internet, some things you do can be seen by other people and contribute to your digital footprint. For example; posting pictures or videos, writing comments or messages, liking or sharing things or checking in at places.	
Less visible actions	Some things you do on the internet that do not seem like a big deal like filling in a form or signing up to an app also contribute to your digital footprint. Other examples include; your device can keep track of websites you visit, some apps and games know where you are; photos or videos you post can contain your location information; when you create an accounts online the app learns things about you, like what you like to play or watch. All of this is information collected about you each time you use a website or app.	

### Continuing the Module with MySelfie and the Wider World

The topic of digital footprint, responsible photo sharing and respectful online communication are further explored in **Lesson 4 - You've been Framed** and **Lesson 5 - #UptoUs** of the MySelfie and the Wider World 5th and 6th class resource available here: [webwise.ie/myselfie-wider-world/](http://webwise.ie/myselfie-wider-world/).

## Teacher Note:

Be aware that the pupils might share information that indicates they are being exposed to danger due to lack of supervision when online (2.2.1 Neglect). If this occurs ensure that you meet your obligations as a mandated person (4.2.2) under the Child Protection Procedures for Schools 2025.

### Discussing Online Activities in Scenarios

Please note that some scenarios explored in this programme are not designed for a conclusive

right or wrong answer. Children's engagement with digital media and technology will vary from pupil to pupil and families will have different rules in place. It is important that the discussions focus on online activities, rather than on specific online services. Try to focus discussions on the needs that motivate pupils' internet use and not the tools they use to achieve these goals.

Sufficient time should be given to tease out responses and explore how your pupils interact in the online environment.

## ACTIVITY 1

# My Digital Footprint

### Step 1

#### PLAY VIDEO

To introduce the module.

#### DRAW

Ask pupils to draw an outline of a large footprint. Ask them to fill in what they think makes up a digital footprint – this can be written or presented visually i.e. symbols to represent their actions online.

Get feedback on their footprints.

#### EXPLAIN

A digital footprint is created by everything you search, like, share, post, send or record online.

Digital footprints are created by visible actions e.g., social media posts, photos, images, messages, check-ins and less visible activities e.g., websites visited, location data, entering personal information on forms, signing up to apps.

Every time we use the internet, we leave a trail behind like walking across a snow-covered yard.

#### ASK

Consider the things you do online and record all these activities on the footprints.

### Step 2

#### SMALL GROUP WORK

Read through the statements and answer the digital footprint statement questions for each online interaction.

## DIGITAL FOOTPRINT STATEMENTS

Read through the following actions and decide whether they might have a positive or a negative impact on your digital footprint:

My accounts are public because I would like to meet new friends.

I got a really bad mark in my maths test. I hate maths so I decided to post a photo of my results to make my friends laugh.

My friend asked me to share my password for my phone with them, but I told them I can't.

One of my friends won an Irish dancing competition and I commented on their post to congratulate them.

I share my location with my parents through an app so they can know where I am at all times.

I work in my local shop on weekends, my boss is really grumpy. I shared an unflattering pic of them on my social media account complaining about them to my friends.

I had a fight with my friend, so I decided to screenshot a nasty comment they sent me and send it into our wider friend group chat.

#### Digital Footprint Statement Questions:

Do you think this will have a positive or negative impact on their digital footprint?

How might it impact them now and in the future?

How could they act differently in this situation to have a positive impact on their digital footprint?

Prompts to help pupils consider; joining clubs, moving to secondary school, making new friends, going to college, getting a job, etc.

# My Online Reputation

## Step 1

Remind pupils that every time we go online we leave a trail behind us. Our online activities are permanent. These activities can affect our reputation.

We will now read about some young people’s online interactions and decide how they impact their online reputation.

## Step 2

**Activity Online Reputation:** Consider the young people’s actions online and how they impact their online reputation.

**Small Group Work:** Give each group one scenario and ask pupils to discuss their scenario and decide how this action may impact their online identity, either positively or negatively.

## Online Reputation Scenarios

Read through the scenarios and decide whether this action may have a positive or negative impact on their online identity, and how.

Sarah notices when she posts more ‘daring’ or edgy photos, her posts get more likes. She wants to get more likes and followers, so she keeps posting these types of photos.

After completing a school project on climate change Colm wants to do more for the environment, he has started following a local environment group online and starts to share their advice and messages with his followers to help raise awareness.

Eva’s friend Casey posted a video of their team winning the school country final, Eva posts a message under the video to congratulate them.

Mark is jealous of Kai – a new student in the class who is better at football than him. Mark sets up a fake profile of Kai, posting nasty photos to make fun of him.

Antoni loves gaming and notices that his friend James is struggling with a difficult level. Instead of ignoring him to keep up with the others he offers James’s advice and promises to stick with him in the game.

Keisha is annoyed when she sees a video criticising her favourite singer. She disagrees with the post so she decides to reply underneath calling the poster a rude name.

Take feedback from each group and record on the whiteboard.



## Creating a Positive Digital Footprint

### Step 1

#### EXPLAIN

We have school rules to ensure that we are respectful, kind, polite and behave appropriately towards everyone in the school community. This makes our school a safe and happy place for all and helps us feel we belong. Having a positive digital footprint means showing respect, being kind, polite and behaving appropriately towards everyone we meet online regardless of the purpose of the interactions.

#### POSITIVE DIGITAL FOOTPRINT STATEMENTS

Ask the pupils to decide if they agree/disagree or think it depends on the situation with each statement.

#### BUILDING A POSITIVE DIGITAL FOOTPRINT STATEMENTS

If I receive a nasty message I should reply.

.....

Before posting photos of friends, I should always ask for their permission first to respect their privacy.

.....

If I post something online and it's public, I should understand that it's okay for others to screenshot and share it.

.....

It's okay to add someone as a friend online if they're in my class even if we don't hang out together.

.....

If I see someone being bullied online, I should stand up for them, either by supporting them or reporting the behaviour.

.....

If I see harmful content, I should talk to a trusted adult about it.

.....

It's okay to have a friend group chat that doesn't include everyone from the class.

.....

It's okay to post live updates of my day telling people who follow me what I'm getting up to.

.....

It's okay to lie about my age to be able to sign up to a social media platform or online game.

.....

My friends showed me an explicit video. I thought it was funny and shared it on in our football team chat.

.....

## REFLECTION & ACTION

### REFLECTION

#### Digital Footprint Matching Activity:

Match the key vocabulary words from this module with the correct explanations:

**Digital footprint:** the trail we leave after our online activities

---

**Online reputation:** how people perceive us based on our online behaviour

---

**Appropriate online behaviour:** being respectful, kind and polite in all our interactions

---

**A visible online action:** online activity that is visible to everyone for example; a social media post, image or video.

---

**A less visible online activity:** data collected about you from a website you have visited

---

**Location data:** information taken from a user's device which indicates the geographical location of that device, including GPS data or data about connection with local wifi

---

**Privacy:** protecting myself online

---

**Public:** sharing with everyone including strangers

---

**Nasty:** cruel or hurtful

---

**Harmful Content:** pictures, videos, or words we might come across online that make us feel scared, upset, or confused.

---

**Inappropriate online behaviour:** not suitable, rude or offensive behaviour

---

### ACTION

Think about an 'aha' moment in this module.

---

What is one thing you will change about your behaviour online to ensure you protect your online reputation?

---

## Step 2

### BRAINSTORM

How can we build a positive online reputation?

#### Prompts

What type of content do I create and share?

---

Who do I choose to share with online?

---

Is my account public or private?

---

Do I think about how my actions online might make someone feel?

---

Do I think about if something is true or accurate before I post or share something that's gone viral?

---

Do I show kindness in my interactions online?

---

Do I ask permission before sharing personal information, images or videos about someone?

---

### SMALL GROUP WORK

Create a list of tips for creating a positive digital footprint. It can be presented in writing or visually, using graphics.

**Note:** Encourage pupils to use go back and watch the top tips mentioned in the module introduction video. Ask them to create a poster, info graphic, video or song of the top tips for creating a positive digital footprint.

## Step 3

### SHARE

Share and display the work created.

### TAKE-HOME ACTIVITY

#### Homework

Distribute Webwise Parents/Guardians Take-Home Handout 3 which includes an activity for your pupils and parents/guardians to complete together along with summary of key points of the module.



# Building a Positive Digital Footprint

Read through the following actions and decide whether they might have a positive or a negative impact on your digital footprint:

## FOR EACH ACTION CONSIDER

- \* Do you think this will have a positive or negative impact on their digital footprint?
- \* How might it impact them now and in the future?
- \* How could they act differently in this situation to have a positive impact on their digital footprint?

### Scenario 1

My accounts are public because I would like to meet new friends.

.....

.....

.....

.....

.....

### Scenario 2

I got a really bad mark in my maths test. I hate maths so I decided to post a photo of my results to make my friends laugh.

.....

.....

.....

.....

### Scenario 3

My friend asked me to share my password for my phone with them, but I told them I can't.

.....

.....

.....

.....

### Scenario 4

One of my friends won an Irish dancing competition and I commented on their post to congratulate them.

.....

.....

.....

.....

### Scenario 5

I share my location with my parents through an app so they can know where I am at all times.

.....

.....

.....

.....

### Scenario 6

I work in my local shop on weekends, my boss is really grumpy. I shared an unflattering pic of them on my social media account complaining about them to my friends.

.....

.....

.....

.....

### Scenario 7

I had a fight with my friend, so I decided to screenshot a nasty comment they sent me and send it into our wider friend group chat.

.....

.....

.....

.....

# Online Reputation Scenarios

Read through the scenarios and colour in the emoji that represents whether this action may have a positive or negative impact on their online identity and how?

## Scenario 1

Sarah notices when she posts more 'daring' or edgy photos, her posts get more likes. She wants to get more likes and followers, so she keeps posting these types of photos.



.....  
.....  
.....  
.....

## Scenario 2

After completing a school project on climate change Colm wants to do more for the environment, he has started following a local environment group online and starts to share their advice and messages with his followers to help raise awareness.



.....  
.....  
.....  
.....

## Scenario 3

Eva's friend Casey posted a video of their team winning the school country final, Eva posts a message under the video to congratulate them.



.....  
.....  
.....  
.....

## Scenario 4

Mark is jealous of Kai – a new student in the class who is better at football than him. Mark sets up a fake profile of Kai, posting nasty photos to make fun of him.



.....  
.....  
.....  
.....

## Scenario 5

Antoni loves gaming and notices that his friend James is struggling with a difficult level. Instead of ignoring him to keep up with the others he offers James's advice and promises to stick with him in the game.



.....  
.....  
.....  
.....

## Scenario 6

Keisha is annoyed when she sees a video criticising her favourite singer. She disagrees with the post so decides to reply underneath calling the poster a rude name.



.....  
.....  
.....  
.....



## Your Digital Footprint Module Summary

Today we learned to recognise the importance of creating and maintaining a healthy online presence, identity and reputation.

### What is a digital footprint?

Digital footprints are created by visible actions e.g., social media posts, photos, images, messages, check-ins and less visible activities e.g., websites visited, location data, entering personal information on forms, signing up to apps. Every click, share, comment and post we make online creates a digital record that can be impossible to erase.

### Top Tips for Managing Your Digital Footprint



#### Think Before You Post

Be selective with what you share. Ask yourself if it's something you'd want teachers, future employers, or family to see.

---



#### Review Privacy Settings

Regularly check the privacy settings on social media, apps, and any online accounts. Limit who can see your information.

---



#### Search for your name online to see what information appears publicly

This will help you understand your digital footprint from an outsider's perspective.

---



#### Use Strong Passwords and Update Them Regularly

Protect your accounts with unique, strong passwords. Avoid using easily guessed information like birthdays or simple words.

---



#### Avoid Oversharing Personal Information

Don't post sensitive information like your address, phone number, or location online. This can expose you to risks like identity theft or unwanted contact.

---



#### Think Twice Before Tagging or Sharing information/images of others

Be considerate before tagging friends or family in posts, as their privacy is part of their digital footprint too.

---



#### Keep it Positive

There are many ways to create a positive digital footprint, sharing posts about important causes, interests, hobbies and experiences.



# Your Digital Footprint Module Summary

## Homework Activity

Together with a parent/guardian read the tips for managing your digital footprint and answer the following questions to create your family digital footprint agreement:

\* What kinds of things do you like to share online?

.....  
.....

\* What privacy setting do I use on my favourite apps/platforms?

.....  
.....

**! Remember to also check what permissions an app is using e.g. access to location, camera, microphones, photos, video etc. This can usually be found in your device Settings under Privacy and Security.**

\* What information is okay to share online?

.....  
.....

\* What information is not okay to share online?

.....  
.....

\* Before sharing photos/videos/posts about others... what will you do?

.....  
.....

**! Remember: Anything that appears on a screen can be copied and shared regardless of the privacy features of the services they are using.**

Family Agreement for Online Safety: Use the Webwise Family Agreement template (available here: [webwise.ie/guides-parents/](http://webwise.ie/guides-parents/)) to agree rules about the Internet and technology use at home.



## Have the Chat

With so much information available online, it can be hard to tell what is true or false. Here are some important resources and advice for parents/guardians:

### What is False information?

[webwise.ie/parents/false-information-advice-for-parents/](http://webwise.ie/parents/false-information-advice-for-parents/)

### What is Chat GPT?

[webwise.ie/parents/explainers/explained-what-is-chatgpt/](http://webwise.ie/parents/explainers/explained-what-is-chatgpt/)

### Be Media Smart:

[bemediaSMART.ie/tips/](http://bemediaSMART.ie/tips/)

## MODULE FOUR

# Connecting and Communicating Online

## Purpose

This module will explore the opportunities and challenges of the internet and social media to connect and communicate with friends and others. Pupils will develop strategies for navigating friendships online in a safe and respectful manner.

## Focus of the Learning

Pupils will be able to

Reflect on the benefits and challenges social media provides for connecting and communicating.

Understand the impact of sharing others' personal information without their consent.

Demonstrate how to practice safe and respectful communication online.

## Wellbeing curriculum link

**Strand:** Health Education – SPHE

**Strand Unit:** Media and digital wellbeing:  
Evaluate the benefits and challenges of digital technology use and reflect on the role and influence of media and popular culture in their lives.

Adopt strategies to promote safe, ethical and responsible use of digital technologies, recognising personal and communal responsibility in fostering a positive, respectful and safer digital environment and understand safe ways to report inappropriate or harmful behaviours or content.

**Strand:** Emotional and relational education - SPHE

**Strand Unit:** Relationships:  
Evaluate key aspects of healthy relationships, such as consent, effective communication, mutual respect and trust, appreciating the importance of healthy relationships for wellbeing.

**Stay Safe Programme:** Topic 2 Friendships and Bullying.

## Cross curricular links

**Subject:** English

**Strand:** Oral language

**Strand Unit:** Requests, questions and interactions:

Express personal needs, opinions and preferences, explaining and justifying their perspective.

**Subject:** English

**Strand:** Writing

**Strand Unit:** Engagement:

Use writing as a tool to clarify and structure thought and to express individuality.

## Methodologies

Discussion

Group Work

Think-Pair-Share

Storytelling

Sorting Activity

Role Play

Video Analysis

## Resources needed

A2 sheets of paper

Markers, pens and paper

**Activity Sheet 4.1**

Tay's Photo Dilemma

**Activity Sheet 4.2**








Top Tips for Practicing Safe and Respectful Communication

**Webwise Parents/Guardians**

Take-Home Handout 4

# Module Four: Connecting and Communicating Online Vocabulary List



Word	Definition	
Respect	The act of treating or thinking of others with kindness and consideration for their well-being, valuing their thoughts, feelings, and rights, and acknowledging their differences.	
Intimidation	The act of using fear or threats to make another person feel scared, uncomfortable, or powerless. It can happen physically or emotionally.	
Exclusion	The act of leaving out or not allowing someone to participate in something.	
Harassment	Any kind of unwanted behaviour, whether through words or actions, that makes someone feel uncomfortable, sad, scared, or hurt when they don't want it.	
Consent	When someone gives clear and free permission to do something. This means they agree without being forced or pressured.	
Boundaries	The personal rules or limits people set to protect their space, privacy, body, and feelings. Boundaries help others know what makes you feel safe and respected, like when you don't want to be touched, teased, or asked certain questions.	
Empathy	The ability to understand how someone else is feeling and to imagine being in their situation.	

## Teacher Note

Be aware that the new definition of Bullying from **Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary School June 2024** states that *'Bullying is targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.'*

### Discussing Online Activities in Scenarios

Please note that some scenarios explored in this programme are not designed to be a conclusive right or wrong answer. Children's engagement with digital media and technologies will vary from pupil to pupil and families will have different rules in place. It is important that the discussions focus on online activities, rather than on specific online services. Try to focus discussions on the needs that motivate pupils' internet use and not the tools they use to achieve these goals.

Sufficient time should be given to tease out responses and explore how your pupils interact in the online environment.

### NCCA Wellbeing Toolkit

The National Council for Curriculum and Assessment (NCCA) has developed a Primary Curriculum Toolkit to support teachers in working with the curriculum.

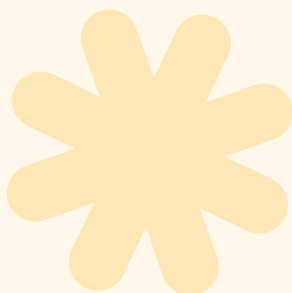
This includes a Wellbeing Toolkit to provide practical support for teachers working with the Wellbeing specification.

Module 4 introduces the concept of consent with respect to sharing personal information, including photos or videos, about themselves or others online. The Wellbeing Toolkit provides further guidance on approaches to consider when teaching about consent. This guidance on teaching about consent can be accessed here:

[curriculumonline.ie/getmedia/4cc5806e-5479-4110-bd65-c0fb302d92b9/Consent.pdf](https://curriculumonline.ie/getmedia/4cc5806e-5479-4110-bd65-c0fb302d92b9/Consent.pdf)

### Continuing the Module with MySelfie and the Wider World

The topic of responsible photo sharing and respectful online communication are further explored in **Lesson 4 - You've been Framed** and **Lesson 5 - #UptoUs** of the MySelfie and the Wider World 5th and 6th class resource available here: [webwise.ie/myselfie-wider-world/](https://webwise.ie/myselfie-wider-world/).





## Benefits and challenges of communicating online

### Step 1

#### DISCUSSION

How do you stay in touch with your family and friends?  
.....

Is this different to how your parents and grandparents kept in touch when they were your age?  
.....

What has changed?  
.....

### Step 2

#### ACTIVITY

##### Connecting and communicating online

**Group Work:** Arrange the children in mixed ability groups and ask each group to assign a recorder, presenter, facilitator and timekeeper.

Half of the groups will brainstorm 'challenges' and half will brainstorm 'benefits' of communicating online and record on an A2 sheet of paper.

A timer will be set for 5 mins on the whiteboard for them to complete the activity.

Each presenter will give feedback to the whole class and the sheets will be put on a display board.

##### **Activity:** Benefit or Challenge Statements

There are benefits and challenges to connecting and communicating online.

Display statements and ask pupils to decide if it's a benefit or challenge of communicating online.

**Statements:** Read the following statements and decide if each action is a benefit or challenge of communicating online.

Staying in touch with my granny who lives in Brazil  
.....

Having as many online friends as possible  
.....

Learning to speak Spanish before I go there on my holidays  
.....

Following lots of influencers  
.....

Sharing photos of me and my friends when we're at the park  
.....

Researching for my school project  
.....

I don't understand the terms I am agreeing to when I visit websites  
.....

Creating and uploading content on my social media platforms in the hope that I will get lots of followers  
.....

Commenting on all my contacts posts  
.....

Ignoring nasty comments made about me from other players when I'm playing my favourite game  
.....

Getting distracted easily as I spend a lot of time watching videos online  
.....

Always responding to messages as quickly as possible as I worry if I don't my friends will think I'm ignoring them  
.....

Talking to strangers on online games not knowing anything about them except their username  
.....

### Step 3

#### REFLECTION

Remember the importance of being respectful, kind, polite and appropriate online - that we learned about in the previous module. All our online interactions and communications add to our digital footprint. Always ask myself if I would say the same things in real life that I say online!

## Consent and sharing personal information

### Step 1

#### PLAY VIDEO

On connecting and communicating online with friends and discuss the topic of sharing personal information online.

#### INTRODUCE AND EXPLAIN

The concept of consent; consent is giving permission to allow someone to do something. It also means choosing to respect others' boundaries. Boundaries are a person's right to choose what is comfortable for them.

When do you have to seek consent from a parent/friend/teacher?  
.....

What does asking permission look like online?  
.....

How do you decide what to share online?  
.....

How would you feel if someone shared something about you online without asking your permission or consent first?  
.....

#### **! Reminder**

Consent is seeking permission and giving permission.

### Step 2

#### READ

Tay's Photo Dilemma with pupils.

#### THINK-PAIR-SHARE:

Pupils discuss and decide what Tay should do next.

An Activity Sheet version of Tay's dilemma is included for pupils who may prefer to read the story on paper.

### What should Tay do next?

#### OPTION 1

Tay decides she doesn't want to take the photo down. She looks cute in the photo, and it shows her having fun hanging out with all her friends. It was just a joke, and Alex needs to get over it!

#### Outcome

Tay ignores Alex's feeling and decides that her own popularity is more important than Alex's feelings. Some people have since commented on Alex's appearance in the photo and Tay likes the comments. Tay is willing to upset Alex and risk losing her as a friend by keeping the photo up.  
.....

#### OPTION 2

Tay messages Alex to apologise saying she didn't mean to embarrass Alex. Alex responds explaining to Tay why she is upset.

#### Outcome

By talking to Alex Tay now understands how Alex is feeling and can take into consideration her perspective on the photo. Alex asks her to take the photo down and Tay agrees, apologises and reassures Alex she will check first in future before posting.  
.....

#### OPTION 3

Tay decides to screenshot Alex's messages and puts a poll beside them asking people if they agree she should take down the photo.

#### Outcome

By sharing private messages Tay is not respecting her friendships with Jordan and Alex and is not respecting their privacy. This will also further embarrass Alex and hurt her feelings. It will also contribute to a negative online reputation for Tay among her friends and classmates.  
.....

## ACTIVITY 2

## Consent and sharing personal information

### Step 3

#### REFLECTION ACTIVITY

Consent and sharing personal information online

#### Group Work

Divide the class into two groups.

**Ask group 1** to write a sample message of how to check permission from friends before sharing photos/videos online.

**Ask group 2** to write sample responses for how to say no or not give consent to share.

#### Role Play in Pairs

One pupil asks permission, and another doesn't give consent.

**Reflection Discussion:** Use the following questions to help prompt reflection on consent around image sharing:

Have you ever had a situation where someone posted a photo of you that you didn't like?

.....

How did it make you feel, and what did you do about it?

.....

Why is it important to ask for permission before sharing photos of other people online?

.....

What could happen if you don't?



### Teacher Note

In these scenarios, pupils are faced with both safe/unsafe and empathetic/non-empathetic responses and they will learn that the best responses often involve seeking help from trusted adults, standing up to bullies in a safe way, and removing themselves from harmful situations when necessary.

## ACTIVITY 3

## Safe and respectful communication online

### Step 1

In this activity the pupils must decide the outcome when exploring a real-life online situation. The purpose is to help them develop safe, empathetic, and effective ways to respond. Each choice they make will lead to different outcomes, teaching them the consequences of both positive and negative actions.

#### SCENARIO 1

##### Receiving a nasty message

You're chatting with a friend online, and suddenly, you receive a mean message from someone you know. How do you respond?

#### Choices

##### OPTION 1

Ignore the message and do nothing.

#### Outcome

The person continues to send mean messages, and you start feeling more upset and anxious. Ignoring the problem doesn't stop the bullying.

.....

##### OPTION 2

Reply with an equally mean or hurtful message.

#### Outcome

The conversation escalates into a fight, and more negative things are said. The situation gets worse, and you both end up upset.

.....

##### OPTION 3

Tell a trusted adult about the message and block the sender.

#### Outcome

The adult helps you manage the situation safely. You block the sender, preventing further messages, and the issue is addressed in a healthy way.

.....

## SCENARIO 2

### Receiving a Bullying Message in a Game Group Chat

While playing your favourite online game, in your player group chat, one of your teammates starts targeting someone else on the team, sending mean and hurtful messages. You feel uncomfortable but aren't sure what to do.

#### Choices

##### OPTION 1

Ignore the bullying and say nothing.

##### Outcome

The bullying continues, and the person being bullied feels even more isolated. Your silence could be seen as acceptance of the bullying.

---

##### OPTION 2

Send a message supporting the person being bullied and tell the bully to stop.

##### Outcome

You stand up for the person, and others in the group might follow you. The bully may back down if they see the group doesn't support their behaviour.

---

##### OPTION 3

Leave the game and team group chat without saying anything.

##### Outcome

You avoid the uncomfortable situation, but the bullying continues. While you've protected yourself, the person being bullied is still in the chat without support.

---

##### OPTION 4

Report the bullying to an adult or the platform moderator.

##### Outcome

The bully is confronted, and the group chat is potentially shut down or monitored. Reporting can help prevent future bullying and protect everyone involved.

---

#### Reflection

What did you learn about how to be safe and show respect when communicating online?



## Safe and respectful communication online

### Step 2

#### EXPLAIN

Communicating safely and respectfully online is crucial and it is important for us to have strategies to support us in that space.

Read Top Tips for Practicing Safe and Respectful Communication.

An activity sheet version of these top tips is available to print for pupils who may prefer to read on paper.

#### REFLECTION & ACTION

##### Reflection

When we're online we sometimes forget that there is a real person on the other side of the screen. The words we choose can have a positive or negative impact. We want to treat everyone the way we would like to be treated.

---

##### Action

Identify one thing you will do from now on to ensure you have positive and respectful interactions online.

---

#### TAKE-HOME ACTIVITY

##### Homework

Distribute Webwise Parents/Guardians Take-Home Handout 4 which includes an activity for your pupils and parents/guardians to complete together along with summary of key points of the module.

## Tay's Photo Dilemma

Tay was excited. It was the last day of school before summer holidays, and one of the group, Alex, was having a sleepover that night. Everyone in their group was coming, and they had planned pizza, movies, and lots of games.

As the night went on, Tay took lots of photos - group selfies, funny poses, etc. The photos turned out great, and Tay was delighted with them.

The next day when everyone went home Tay spent ages scrolling through the photos on the phone. Without thinking about it, Tay decided to post some of the best ones on their social media page. She chose the funniest ones and posted them with the caption "These are gold!".

Later that afternoon, Tay's phone buzzed. It was a message from Jordan: "Hey, Tay, did you post those photos from last night?"

"Yeah! Tay replied.

Jordan didn't respond for a few minutes, which made Tay feel a bit uneasy. Finally, a new message popped up. "Some of the photos aren't that funny to everyone. Alex is really upset about one of them."

Tay's heart sank. She quickly opened the app and looked at the photos again. Suddenly, Tay saw what Jordan was talking about. In one of the pictures, Alex had a big smear of pizza sauce on their face and looked really embarrassed.

Tay froze. She hadn't meant to hurt anyone, but the picture was pretty funny... wasn't it?

Tay's fingers hovered over her phone. She could take it down, but something about it made Tay hesitate. Everyone had already seen it—taking it down now felt like admitting she'd done something wrong. Wasn't it just a joke? Besides, Alex hadn't even directly asked Tay to remove it.

Jordan sent another message: "Are you taking it down?"

But a part of Tay wasn't so sure anymore. She felt annoyed - wasn't Alex overreacting? It was just a picture.



### What should Tay do next?

.....

.....

.....

.....

.....

.....

.....

## Top Tips for Practicing Safe and Respectful Communication



### Think Before You Post

Check first and think before you share an image/video/audio of someone.

.....



### Be Kind Online

Practice empathy and kindness.

.....



### Use Nice Words

Avoid using hurtful language.

.....



### Do What Feels Right

Don't feel pressure to do what others are doing, especially if you don't feel comfortable doing it.

.....



### Respect Others

Respect others' opinions and boundaries.

.....



### Keep Your Info Private

Don't share personal information.

.....



### Check Your Privacy Settings

Check your account settings to make sure they are set to private.

.....



### Block Unkind People

Block people who are inappropriate or unkind.

.....



### Speak Up If Something's Wrong

Report inappropriate content to a trusted adult and on the platform.

.....



### Be Yourself Online

Be the same person online as you are offline.

.....



### Be a Good Example

Be a positive online role model.

.....



# Connecting and Communicating Online Module Summary

Today we explored the opportunities and challenges of the internet and social media to connect and communicate with friends and others.

## Top Tips for Practicing Safe and Respectful Communication

- \* Check first and think before you share an image/video/audio of someone
- \* Practice empathy and kindness
- \* Avoid using hurtful language
- \* Respect others' opinions and boundaries
- \* Check your account settings to make sure they are set to private
- \* Block people who are inappropriate or unkind
- \* Report inappropriate content to a trusted adult and on the platform
- \* Be the same person online as you are offline
- \* Be a positive online role model
- \* Don't share personal information

## Homework Activity

Read the following scenario and discuss what Yasmin can do?

**Scenario**


Sinéad creates a fake social media profile pretending to be a model agency. She sends messages to Yasmin saying that they have seen her photographs and want her to join their agency. Yasmin is excited and responds to the message. Sinéad screenshots the conversation and shares it with a chat group of people in the class with the caption *'As if! Dream on Yasmin!'*

**What advice would you give Yasmin?**

.....

.....

.....

 **Have the Chat**

The internet is a great tool but how we use it is up to us. It is just as important to be respectful and kind online as it is in person. Here are some helpful resources to start the conversation:

**Dealing with Cyberbullying**  
[webwise.ie/parents/cyberbullying-advice/](http://webwise.ie/parents/cyberbullying-advice/)

**Cyberbullying: A Guide for Parents**  
[antibullyingcentre.ie/fuse/parent-hub/](http://antibullyingcentre.ie/fuse/parent-hub/)

**NPC Anti-Bullying Training Sessions**  
[npc.ie/training-and-resources/training-we-offer/anti-bullying-training-for-parents](http://npc.ie/training-and-resources/training-we-offer/anti-bullying-training-for-parents)

**Visit [Webwise.ie/Parents](http://Webwise.ie/Parents) for expert advice, support and resources.**

## MODULE FIVE

# Developing Healthy Digital Habits

## Purpose

This module will enable pupils to reflect on their online habits and develop strategies for balancing time online and offline. Exploring how they consume media and technology, the module gives pupils an opportunity to identify and manage their relationship with technology as part of their overall wellbeing.

## Focus of the Learning

### Pupils will be able to

Reflect on the role that media and technology play in their lives, both positively and negatively.

Describe how productive and passive technology use can lead to positive and negative feelings.

Identify how to report inappropriate or harmful behaviours or content they may encounter online.

Apply and follow strategies that help develop good technology habits and reflect on their impact.

## Wellbeing Curriculum Link

**Strand:** Health Education - PE and SPHE

**Strand Unit:** Healthy living:

Demonstrate a positive attitude towards nurturing their wellbeing in areas such as physical activity, outdoor experiences, food, hygiene, sleep, rest and relaxation, appreciating the importance of a balanced lifestyle and acknowledging changing needs as they grow.

**Strand:** Health Education – SPHE

**Strand Unit:** Media and digital wellbeing:

Evaluate the benefits and challenges of digital technology use and reflect on the role and influence of media and popular culture in their lives.

Adopt strategies to promote safe, ethical and responsible use of digital technologies, recognising personal and communal responsibility in fostering a positive, respectful and safer digital environment and understand safe ways to report inappropriate or harmful behaviours or content.

**Stay Safe Programme: Topic 1**

Feeling Safe and Unsafe

**Stay Safe Programme: Topic 2**

Friendships and Bullying

## Methodologies

- Think-Pair-Share
- Video
- Sorting
- Discussion
- Scenarios
- Circle Time

## Resources Needed

Coloured markers

### Activity Sheet 5.1

Positive, Passive or Negative Technology Use Scenarios

### Activity Sheet 5.2

Weekly Online Activity Tracker

### Webwise Parents/Guardians

Take-Home Handout 5

## Teacher Note

Be aware that the pupils might share information that indicates they are being exposed to danger due to lack of supervision when online or that they have been exposed to something dangerous or inappropriate (e.g., a pop up or an ad) while in the company of an adult or that an adult has purposely sent them or showed them something inappropriate.

If this occurs ensure that you meet your obligations as a mandated person under the Child Protection Procedures for Schools 2025.

Be aware that the new definition of Bullying from **Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools June 2024** states that *'Bullying is targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.'*





## Optional Flipped Classroom Opportunity

There is an option to use the Reflection & Action activity of a weekly technology use tracker as a flipped classroom activity where the pupils are given the tracker activity a week before the module to track their technology use and use their reflections from this activity to discuss the impact/ findings during the Activity 1 circle time discussion in this module.



## Module Five: Developing Healthy Digital Habits Vocabulary List



Word	Definition	
Productive use of technology	Using technology to create, learn, or do something helpful, like studying, working on a project, or learning a new skill.	
Passive use of technology	Using technology in a way that does not require much active thinking or doing, like watching videos or scrolling through social media.	
Wellbeing	Feeling good in your body and mind, handling everyday challenges, and knowing you have people and places where you belong. It's about growing, staying healthy, and feeling connected, and it needs care all through life.	
Digital wellbeing	Finding a balance between time online and other activities, making sure technology does not negatively affect mental or physical health.	

# My Digital Wellbeing

## Step 1

### PLAY VIDEO

To introduce the module.

### READ AND ANALYSE

#### The definition of Wellbeing:

*Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life.*

(Wellbeing Policy Statement and Framework for Practice DE 2018).

### DISCUSSION PROMPTS

Realising our potential means finding out what we're good at and using these abilities to become the best we can.

The normal stresses that you experience include school, friendships, family changes, body changes, social media...

Physical wellbeing includes eating healthy foods, being active, getting good sleep, good hygiene...

Sense of purpose/belonging means that we have a reason to thrive every day and that we fit in at home, in schools, with our friends...

To nurture means to be aware of and take care of our wellbeing.

### DISCUSSION

**How does being online affect my wellbeing? And how do I know?**

Take feedback from the class and record on the board.

## Step 2 and 3

### CIRCLE TIME

#### Check in

Name and a word to describe how you are feeling.

What are the things you do that make you feel well and happy?

What are the positive things you do online that make you feel good?

How do you feel mentally and physically after spending a lot of time online?

One change I can make to my online practices that would help my wellbeing...

## Technology in my daily life

### Step 1

#### THINK-PAIR-SHARE

What are the different ways you interact with media and technology in your daily lives?

Prompts: Chatting with friends, playing learning games and fun games etc.

Take feedback and record the answers on the board.

#### EXPLAIN

The difference between productive use and passive use of technology:

##### Productive use

When you are using your time to learn something new, create content, or connect with others in a way that makes you feel good, like a sense of accomplishment. For example, learning a new skill or making a fun video.

##### Passive use

When you are scrolling or watching videos without really thinking, for example for entertainment or because you are feeling bored.

Too much passive use where you are not aware of how much time you are spending scrolling from one thing to the next may have a negative impact on your wellbeing and leave you feeling anxious or disconnected from others.

When thinking about how we are using our time online we should think about the impact on our wellbeing.

When coming offline check in and ask yourself:

How am I feeling?  
.....

Do I feel better after that time/activity online? Do I feel worse?  
.....

Was that time online useful for me?  
.....

### Step 2

#### SORTING ACTIVITY

Looking at the scenarios explain that we all do different things online.

Some of these things can have a **positive** impact – they make us feel good, some can be **passive**, they have a neutral impact, and some can have a **negative** impact on us – they make us feel bad or upset.

See now if we can sort the scenarios into positive, passive, and negative. Can we see the connection between positive use and productive engagement and similarly passive use and potential negative impact of excessive time online?

### Step 3

#### Positive, Passive or Negative Technology Use Scenarios

#### ASK

Give words to describe how they might feel if they had similar experiences to the people in the scenarios.

#### SUGGESTED WORDS

Proud, content, inspired, included, upset, foolish, excluded, stupid, involved, restless, delighted, guilty, frustrated, angry

# Reporting inappropriate behaviour and content

## Step 1

### SMALL GROUP WORK

Discuss David and Aoife’s dilemma and what advice they would give them.

Take feedback and and discuss how Aoife and David could stay safe online.

### David’s Dilemma

David, a 12-year-old, is playing an online football game and his group includes a mixture of friends and strangers/adults. Some of the strangers in the group start using bad language towards David and his friend, threatening them and blaming because they are losing the match. David is playing this game with headphones on so his parents can’t hear any of this. He is a little scared and unsure what to do.

### What should David do next?

What to do when you encounter something inappropriate online.

### Tips for David

#### Review and Adjust Settings:

David can check for options to mute the player or filter out their chat from his view.

#### Tell a Trusted Adult:

David should talk to his parents or another trusted adult about what happened so they can help.

#### Get Support from Friends/Other Players:

David can talk to his friends or other players in the group and get support for reporting inappropriate behaviour and deciding not to play with aggressive players again.

#### Report and Block Aggressive Players:

David can ask the adult to help report behaviour that violates community guidelines to the platform. David can also block aggressive players by adding them to his blocklist to keep them from contacting him again.

#### Leave the Game/Match:

If it is too much David can protect himself and leave the game if other players are bombarding him with insults or threats.

#### Stay Safe:

David can use this experience to learn about staying safe online, like avoiding using his real name in his profile or giving away any personal details in the chat. David now also knows he can leave a game if it doesn’t feel right and only play with friends or known players who won’t bully.

**REFLECTION & ACTION****Reflection**

Working in pairs suggest 2 simple tips for looking after your wellbeing online.

**Action**

Create a weekly online tracker using the template provided.

Use the Weekly Online Activity Tracker to review how you spend your time online and reflect on whether it could have a positive, passive or negative impact.

**TAKE-HOME ACTIVITY****Homework**

Distribute Webwise Parents/Guardian Take-Home Handout 5 which includes an activity for your pupils and parents/guardians to complete together along with summary of key points of the module.

**EXTENSION ACTIVITY**

Ask pupils to go back and watch the top tips mentioned at the end of the module introduction video again. Ask them to create a poster, info graphic, video or song of the top tips to look after your digital wellbeing.

**? Aoife's Dilemma**

Aoife, a 13-year-old, is using her tablet to watch funny videos on a popular video-sharing platform. While scrolling through her recommended videos, she accidentally clicks on a thumbnail that looks harmless but turns out to be an inappropriate video with content that makes her uncomfortable. Aoife quickly realises this isn't something she should be watching, but she feels confused and a little scared.

**What should Aoife do next?**

What to do when you encounter something inappropriate online.

**Tips for Aoife****Stop Watching Immediately:**

Aoife should close the video or app right away to avoid seeing any more inappropriate content.

**Tell a Trusted Adult:**

Aoife should talk to her parents or another trusted adult about what she saw. Even if she feels embarrassed or worried, it's important to share what happened so they can help.

**Report the Content:**

Aoife can ask the adult to help report the inappropriate video to the platform. Most platforms have a "Report" option for content that violates community guidelines.

**Review and Adjust Settings:**

With her parents' help, Aoife can review her account settings and adjust content filters or parental controls to prevent this from happening again.

**Stay Safe:**

Aoife can use this experience to learn about staying safe online, like avoiding unknown links or thumbnails and always asking for help if something doesn't feel right.



## Positive, Passive or Negative Technology Use Scenarios

Read through the scenarios and decide if this scenario would have a **positive** 😊, **passive** 😐 or **negative** 😞 impact. Some of these things can have a positive impact – they make us feel good, some can be passive so they have a neutral impact, and some can have a negative impact on us – they make us feel bad or upset.

Using the list of words provided assign how you think the character might be feeling after this scenario.

### FEELING WORDS

Proud, Content, Inspired, Included, Upset, Foolish, Excluded,  
Stupid, Involved, Restless, Delighted, Guilty, Frustrated, Angry

#### Scenario 1

Orla spends time on her phone right before bed, scrolling through social media and watching videos. When she finally puts her phone away, she finds it hard to fall asleep. Her mind is buzzing, and she often stays awake for hours.

			Feeling word:
---	---	---	---------------

#### Scenario 2

Caoimhe decides to watch tutorial videos on how to draw cartoon characters. After practicing for a few weeks, she starts sharing the drawings with friends online, receiving lots of praise.

			Feeling word:
---	---	---	---------------

#### Scenario 3

Oisín is being called to finish his online game because dinner is ready. He ignores his dad's call, so his dad decides to take his device from him. Oisín shouts at his dad telling him he was not finished playing and goes to his bedroom instead of joining his family for dinner.

			Feeling word:
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#### Scenario 4

Zoya receives mean comments on a photo she posted online. The comments make her feel self-conscious and she feels too embarrassed to meet up with her friends.

			Feeling word:
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### Scenario 5

Damir spends hours every day scrolling through social media, comparing his life to others. He starts feeling inadequate and anxious because everyone else seems to have very exciting lives.

			Feeling word:
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### Scenario 6

Sadhbh loves to watch 'Get Ready with Me' (GRWM) videos of her favourite creators online. Sadhbh decides to buy a skincare product she sees them using and decides to use her mum's phone to buy it. Sadhbh does this because she knows her mums phone stores her credit card details, and she can buy it without her noticing or having to ask permission first.

			Feeling word:
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### Scenario 7

Mylo sits down to do his homework after dinner, but his phone keeps buzzing with notifications from his friends and games. Every time he hears a ping, he stops what he's doing to check it. What should take 30 minutes ends up taking over an hour because he's constantly distracted.

			Feeling word:
--	--	--	---------------

### Scenario 8

Sam loves playing games online with her friends. Sam sets a reminder on her phone to help her manage how much time she plays online. She loves coming up with new strategies in the game and it has helped her make new friends.

			Feeling word:
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### Scenario 9

Seán feels nervous in big groups of people, especially when he's at a party or a gathering where he doesn't know everyone. To deal with this he takes out his phone and starts playing games or scrolling through social media.

			Feeling word:
---	---	---	---------------

### Scenario 10

Alex joins an online group where kids discuss their favourite football club. He starts to make new friends who share similar interests and looks forward to meeting every month.

			Feeling word:
---	---	---	---------------

# Weekly Online Activity Tracker

## Track Your Online Time

Each day, tick how much time you spend on each activity in every time slot.

At the end of the week, use the summary section to see what takes up most of your time and how you can make small changes for healthier, balanced screen habits!

## MONDAY

Activities	8am-12pm	12pm-4pm	4pm-8pm	8pm-12am
Schoolwork/Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Media/Chatting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gaming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Videos/Streaming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative/Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## TUESDAY

Activities	8am-12pm	12pm-4pm	4pm-8pm	8pm-12am
Schoolwork/Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Media/Chatting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gaming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Videos/Streaming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative/Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## WEDNESDAY

Activities	8am-12pm	12pm-4pm	4pm-8pm	8pm-12am
Schoolwork/Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Media/Chatting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gaming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Videos/Streaming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative/Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## THURSDAY

Activities	8am-12pm	12pm-4pm	4pm-8pm	8pm-12am
Schoolwork/Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Media/Chatting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gaming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Videos/Streaming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative/Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## FRIDAY

Activities	8am-12pm	12pm-4pm	4pm-8pm	8pm-12am
Schoolwork/Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Media/Chatting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gaming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Videos/Streaming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative/Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SATURDAY				
Activities	8am-12pm	12pm-4pm	4pm-8pm	8pm-12am
Schoolwork/Homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Media/Chatting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videos/Streaming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative/Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SUNDAY				
Activities	8am-12pm	12pm-4pm	4pm-8pm	8pm-12am
Schoolwork/Homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Media/Chatting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videos/Streaming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative/Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SUMMARY SECTION	
Activities	Average number of hours spent on each activity this week
Schoolwork/Homework	
Social Media/Chatting	
Gaming	
Videos/Streaming	
Creative/Other	

### BUILDING HEALTHIER DIGITAL HABITS

- \* Taking short screen breaks helps your eyes and brain stay fresh.
- \* Turning off screens before bed helps you sleep better.

- \* Playing and being active offline makes you feel happier and healthier.
- \* Creative screen time is a great way to explore hobbies and interests.



## Developing Healthy Digital Habits Module Summary

Today we reflected on our online habits and developed strategies for balancing time online and offline. There are lots of great ways we can spend our time online; to learn, create, play and explore. It can be easy to spend a lot of time online but being aware of how often and why you go online can help you work out a healthier and happier balance with time offline. It is important to remember that being online should enhance our lives, not dominate them.

### Top tips for developing healthy digital habits



#### Agree on Rules at Home

Agree times when screens are allowed and not allowed in the home. For example, dinner time, homework time and bedtime.



#### Lead by Example

Modelling behaviour is THE most powerful way you can influence your child's behaviour.



#### Restrict the Use of Computers/Devices in the Bedroom

Depending on the age of your child you may want to set a curfew or ban devices from the bedroom completely.



#### Switch Off and Connect

Pick one evening a week where you do a family activity together, whether it's movie night, games night. Doing activities together as a family will help implement screen time guidelines and offer fun alternatives.



#### Play together online

Join in, why not set some time aside to play your child's favourite computer game and discover the online world together.



#### Learn While You Scroll

Chat with your child about what they do online and encourage them to use their screen time for learning and education.

## Homework Activity

Select from the following statements whether you agree (A) or disagree (D):

I always feel good about the amount of time I spend online each day. A I D

.....

I can tell when I've been online for too long and need a break. A I D

.....

When I'm online, I often lose track of time and end up spending more time than I planned. A I D

.....

I think I would benefit from setting limits on my screen time each day. A I D

.....

I spend more time online than I would like to. A I D

.....

I use most of my screen time for things that make me feel happy and positive. A I D

.....

With a parent/guardian talk about which ones were easy to answer and which ones made them think twice.

**Create 3 rules for managing time online at home:**

1.

.....

2.

.....

3.

.....



### Have the chat

Help your child develop a healthy relationship with technology and find balance with their screen time with these useful tips and resources:

**Is my child spending too much time online?**

[webwise.ie/parents/is-my-child-spending-too-much-time-online/](http://webwise.ie/parents/is-my-child-spending-too-much-time-online/)

.....

**Time Online Advice:** [webwise.ie/parents/screen-time-advice-for-parents/](http://webwise.ie/parents/screen-time-advice-for-parents/)

.....

**Visit [Webwise.ie/parents](http://Webwise.ie/parents) for more expert advice, support and resources.**

## MODULE SIX

# My Rights and Responsibilities

## Purpose

This module will allow pupils to consider that just like in the physical world, in the online world we also have rights such as privacy, freedom of expression and more. They will understand that with those rights come certain responsibilities, such as ethics and empathy, to ensure a safe and responsible digital environment for all. Pupils will explore how their online rights are protected under the Online Safety Framework.

## Focus of the Learning

### Pupils will be able to

Describe and discuss their rights as digital citizens, including the right to privacy, freedom of expression, and the right to report and be protected from harm.

Identify their responsibilities when engaging with digital media, such as respecting others' privacy, using technology ethically, and contributing positively to online communities.

Recognise their right to report and be protected from harm under new rules of the Online Safety Framework in Ireland.

## Wellbeing Curriculum Link

**Strand:** Health Education – SPHE

**Strand Unit:** Media and digital wellbeing:

Adopt strategies to promote safe, ethical and responsible use of digital technologies, recognising personal and communal responsibility in fostering a positive, respectful and safer digital environment and understand safe ways to report inappropriate or harmful behaviours or content.

**Strand:** Emotional and relational education - SPHE

**Strand Unit:** Making choices:

Consider personal agency and responsibility in decision-making, recognising multiple influences and practise simple decision-making strategies.

**Strand:** Community and belonging - SPHE

**Strand Unit:** Rights and fairness:

Appreciate the importance of rights, equity, equality and justice, and discuss the grounds under which discrimination is prohibited in Ireland.

## Cross Curricular Links

**Subject:** English

**Strand:** Oral Language

**Strand Unit:** Social conventions and awareness of others:

Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences.

**Subject:** English

**Strand:** Writing

**Strand Unit:** Response and author's intent: Discuss and evaluate others' interpretation of their texts.

## Methodologies

Group Work

---

Walking Debate

---

Pair Work

---

Discussion

---

Matching Activity

---

Cloze Text Activity

---

## Resources needed

### Activity Sheet 6.1

Responsibilities Online

---

### Information Sheet 6.2

How are My Rights Protected?

---

Webwise Parents/Guardians  
Take-Home Handout 6

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## Teacher Note

Privacy as a concept is explored throughout this module.

The Ombudsman for Children's Office has created a resource to help further explore children's rights in general and including the right to privacy here: [oco.ie/itsyourright/8-12-years-old/privacy/](https://oco.ie/itsyourright/8-12-years-old/privacy/)

# Module Six: My Rights and Responsibilities Vocabulary List



Word	Definition	
Privacy	The right to keep certain information about yourself e.g., your thoughts, feelings, personal information – safe and just for you and/or the people you choose to share them with.	
Security	The state of being protected from threats by keeping your personal information, devices, and accounts safe from people who shouldn't access or harm them.	
Freedom of expression	The right to share ideas, opinions, and feelings without fear of punishment or judgement.	
Illegal	Something that is against the law and not allowed.	
Harmful	Something that can cause hurt, damage, or bad effects to people, things, or places. It can harm someone physically (their body) or emotionally (their feelings).	
Ethical	Making choices that are fair, kind and respectful, based on what is generally considered right or wrong.	
Community	A group of people who live in the same area or share common interests or goals.	
Report	To inform someone, like a trusted adult, authority or platform, about something important or something that is wrong. It could be something harmful, unsafe, or unfair happening online or offline.	

# My Rights Online

## Step 1

### PLAY VIDEO

To introduce the module.

### WALKING DEBATE (3 CORNERS)

Pupils will respond to statements that appear on the board in relation to rights online vs offline. Three corners are given a label – “Agree”, “Disagree”, “Unsure”. Display the statement on the board and instruct pupils to go to a certain corner of the room depending on how they feel.

The teacher then asks for reasons for their response and upon hearing a few reasons pupils are given the opportunity to reflect and change before moving onto the next statement.

## Step 2

### EXPLAIN

The Convention on the Rights of the Child (available here: [unicef.org/child-rights-convention/convention-text-childrens-version](https://www.unicef.org/child-rights-convention/convention-text-childrens-version)) includes 54 rights that protect you in all areas of life, both online and offline.

We are going to focus on some of the key rights to help you navigate the digital world safely and confidently.

**Display the right and then discuss with the class what this might mean before giving an official definition.**

### 1. Right to Privacy and Data Protection

Children have a right to privacy online. This includes control over their personal information and making sure companies aren't collecting their information without permission or targeting them with ads. It also includes their right to remain anonymous in appropriate contexts.

### 2. Right to Access Information

Children have the right to access age appropriate and reliable information online. This helps them learn, engage in society, and understand the world around them.

### 3. Right to Freedom of Expression

Children have the right to express themselves, voice their opinions, and participate in discussions online.

### 4. Right to Education

Children have the right to access education and to be educated. Whether it's watching educational videos, joining a virtual class, or doing research for a school project, children should have access to high-quality educational resources online. Schools should have access to the digital technology you need.

### 5. Right to Protection from Harm

Children have the right to a safe online experience, free from harassment, bullying, exploitation, or inappropriate content.

## My Responsibilities Online

### EXTENSION ACTIVITY

Ask pupils to go back and watch the top tips mentioned at the end of the module introduction video again. Ask them to create a poster, infographic, video or song of the top tips for being a responsible digital citizen using these tips.

### Step 1

#### EXPLAIN

With all these rights come responsibilities as users of the internet. Emphasise that we must make the better choice when it comes to responsible use of the internet also.

Go through the 5 rights and ask pupils what they think their responsibility might be when it comes to each.

**Suggested answers could include:**

#### Right to Privacy and Data Protection

**Responsibility:** Protect their own personal information and that of others by not sharing sensitive details like full name, address, school, or passwords online without a parent or guardian's approval.

**Responsibility:** Understand the importance of privacy settings and be cautious about granting permissions to apps or websites and sharing another person's private information.

#### Right to Access Information

**Responsibility:** Use accurate and trustworthy information rather than harmful or untrustworthy sources.

**Responsibility:** Share helpful and educational content to benefit others and society.

**Responsibility:** Avoid sharing news or content that sounds false or misleading.

**Responsibility:** Always check with an adult before signing up to any online service, game or app.

#### Right to Freedom of Expression

**Responsibility:** Express opinions respectfully and consider the impact of their words on others, avoiding online hate or cyberbullying.

**Responsibility:** Be open to different viewpoints and engage in constructive online discussions.

#### Right to Education

**Responsibility:** Use educational tools and resources to help you learn and complete school projects.

**Responsibility:** Avoid using digital tools for cheating and help classmates by sharing knowledge rather than shortcuts.

#### Right to Protection from Harm

**Responsibility:** Report any harmful, illegal or inappropriate behaviour they encounter online, whether directed at themselves or others.

**Responsibility:** Avoid participating in harmful online activities like cyberbullying or sharing inappropriate content.

**Responsibility:** Learn how to use platforms properly and how to control what you see.

### Step 2

#### ACTIVITY

Responsibilities Online Scenarios. Go through the branching scenarios with the class to explore how certain choices can have an impact on ourselves and others online and the importance of making responsible choices online. There is also an alternative Activity Sheet version of this activity available for pupils.

## How are My Rights Protected?

### Step 1

#### EXPLAIN

Ireland's Online Safety Framework using the cloze text activity. The missing words are underlined for you below:

There is now an Online Safety Framework which has created new laws and rules in place in Ireland to help protect your rights online and help give you more control over what you see.

These rules are called the Online Safety Framework. They have been brought in to help keep children protected from harm online. These rules make online platforms and services accountable for how they protect people, especially children, from harm online.

The Online Safety Framework requires platforms to take measures so that you don't see harmful content online in the first place.

#### What are some of my rights that these rules protect?

Your right to be protected from harm

Your right to report illegal or harmful content

### Step 2

**ACTIVITY:** Can this be reported?

Read through the examples and decide if this could be an example of illegal or harmful content and can be reported to the platform or not.

1. Someone receives some messages from an anonymous account that threaten to hurt them.

ANSWER: (YES) Correct, sending persistent, unwanted or harassing messages threatening to hurt others can be considered illegal content and should be reported to the platform.

2. Using AI generated images of someone to create a video to cyberbully them.

ANSWER: (YES) Correct, cyberbullying videos can be classed as harmful content and should be reported to the platform.

3. Someone posts strong opinions criticising a singer's performance that you don't agree with.

ANSWER: (NO) Correct, people have a right to freedom of expression online and content that expresses a different opinion cannot be reported, Though it can be upsetting, a different opinion is not considered illegal or harmful content.

4. A viral challenge that encourages people to do something that could be dangerous or really hurt someone.

ANSWER: (YES) Correct, dangerous challenges that could really hurt someone can be considered examples of harmful content and should be reported to the platform.

5. A group chat has been created by some classmates which you are not invited to join.

ANSWER: (NO) Correct, depending on the context deliberately excluding someone from a group chat may be a form of bullying but does not count as illegal or harmful content that can be reported to the platform.

6. An influencer posts a video promoting their online training programme which encourages extreme or dangerous exercise habits.

ANSWER: (YES) Correct, a video or post that encourages extreme or dangerous exercise habits can be considered harmful content and should not be targeted at children online. This content should be reported to the platform.

7. A post that calls for an attack on people from a particular country and includes racist language.

ANSWER: (YES) Correct, a post that calls for attacks against certain groups of people and promotes online hate and hate speech can be illegal content and should be reported to the platform.

## REFLECTION &amp; ACTION

## Reflection

What is one thing you learned today that you didn't know before?

How will this influence you going forward?

What do you need more help with?

## Action

What is one thing you will do now if you feel like your rights are not being respected online?

## TAKE-HOME ACTIVITY

## Homework

Distribute Webwise Parents/Guardian Take-Home Handout 6 which includes an activity for your pupils and parents/guardians to complete together along with a summary of key points of the module.

## Answers to Quiz:

1 = C & D [If you're not sure about the website - it is best to ignore it.]

2 = B

3 = B

4 = C

5 = B & D

6 = B

## Step 3

## EXPLAIN:

## How to Report

If you see content online that you find distressing, you have the right to report it.

Report illegal or harmful content to the platform.

Each platform has its own way to report and advice on how to report can be found in the platform's 'Help' section.

Typically, you report content on a platform by tapping on the “...” icon that appears at the top right corner of a post or story.

**Remember:** Under the Online Safety Framework, a platform's reporting functions should be easy to find and easy to use.

## Role of Coimisiún na Meán

Coimisiún na Meán is Ireland's media watchdog and is responsible for regulating broadcasters and online media including social media platforms based in Ireland.

It is Coimisiún na Meán's job to make sure that Irish-based online platforms are following the rules of the Online Safety Framework. If they aren't, Coimisiún na Meán has the power to give big fines.

Always report to the platform first if you see harmful or illegal content online.

If you are having problems reporting to the platform directly and need further help, go to Coimisiún na Meán: [cnam.ie/general-public/guides-resources/guides-how-to-report/](https://cnam.ie/general-public/guides-resources/guides-how-to-report/)



# Responsibilities Online

Read the scenarios and see if you can identify what is the responsible choice to make in each scenario.

## 1. The Profile Challenge

### Setup

You are setting up an online profile for a new game character. You're prompted to enter your name, age, location, and profile picture. Should you...

### Choices

A) Use your real name, upload a recent photo, and include your city and school name.

### Outcome

A warning pops up explaining that sharing personal information can make you vulnerable to strangers and risks your privacy. The player is asked to edit their choices.

B) Use a screen name instead of a real name, avoid sharing exact location, and choose an avatar instead of a personal photo.

### Outcome

Your player profile is approved, and you're rewarded with a message about the importance of keeping personal information private online to stay safe.

## 2. The News Report

### Setup

You are researching a school project and come across two different articles on the same topic. One article is from a well-known, credible source, while the other is from an unknown site with flashy ads and suspicious claims. Should you...

### Choices

A) Choose to read and use the credible source for the project, focusing on accurate information

### Outcome

You complete the project successfully and receive a reward. A message appears explaining that reliable sources help provide trustworthy information, which is key to learning.

B) Use the questionable source with the flashy title and unverified information.

### Outcome

The project is marked with errors, and you are prompted to double-check sources in the future. A pop-up explains the importance of using trustworthy sources and warns against misinformation.

## 3. The Comment Debate

### Setup

You join an online chat group discussing a topic you're passionate about. Another player posts an opinion that's different from your own. Should you...

### Choices

A) Respond with a rude comment or insult, aiming to shut down the other person's opinion.

### Outcome

A warning pops up, explaining that negative responses can discourage others and may lead to penalties in the game. You are encouraged to edit your comment.

B) Respond respectfully, sharing your opinion without insults or rude language.

### Outcome

You are praised for being respectful, and your character gains "respect points". A message explains that everyone has a right to express themselves, and respectful communication helps keep online spaces positive.

#### 4. The Safe Search Quest

##### Setup

You are on a quest to learn how to search for information safely online. You're given a specific topic and asked to find reliable information. Should you...

##### Choices

A) Choose to use a safe, recommended search engine and use keywords to find educational content from trusted sites.

##### Outcome

You successfully complete the quest, unlocking a "Digital Detective" badge. A message congratulates you for using safe search practices and trusted sources.

B) Click on the first search result without checking the source or looking for clues about its reliability.

##### Outcome

You encounter misleading information or pop-ups, slowing down your quest. A pop-up reminds you that not all information online is safe or reliable and to use caution when searching.

#### 5. The Mystery Message

##### Setup

You receive a friend request and message from someone you don't know, asking to meet in a private chat. Should you...

##### Choices

A) Accept the friend request and agree to the private chat.

##### Outcome

A warning message appears explaining that chatting with strangers can be dangerous and prompts you to report and block the unknown person. You are reminded that keeping safe online includes avoiding unfamiliar contacts.

B) Decline the request, report the message, and tell a trusted adult.

##### Outcome

You are rewarded for making safe choices and receive a message about the importance of recognising and reporting potential online dangers.

## How are My Rights Protected?

There is now an Online Safety Framework which has created new laws and rules in Ireland to help protect your rights online and help give you more control over what you see.

These rules are called the **Online Safety Framework**. They have been brought in to help keep children protected from harm online. These rules make online platforms and services accountable for how they protect people, especially children, from harm online.

The Online Safety Framework requires platforms to take measures so that you don't see harmful content online in the first place.

There are 2 types of content that can be reported online: illegal and harmful.

### Illegal content online includes:

Content that is not allowed because it is dangerous and can hurt people and is against the law of the land.

Remember, if something is illegal in the real world, it is also illegal online.

### Examples are:

A message sent to someone that threatens to hurt them.

A post that encourages an attack on the public.

Sharing someone's personal information online resulting in harassment.

A video or post or action encouraging or promoting animals to fight each other.

### Harmful content online includes:

Content that can cause harm and is upsetting or inappropriate but doesn't break the law.

Anything that could cause harm to a person's wellbeing including their physical or mental health.

In many cases, a platform's terms and conditions do not allow harmful content and it should be reported directly on the platform.

### Examples are:

A viral challenge that encourages people to do something that could be dangerous or really hurt someone.

A fake account created to cyberbully someone.

A video or post that encourages extreme eating or exercise habits.

An influencer giving bad or misleading advice on a topic.



## How to Report?

If you see content online that you find distressing, you have the right to report it.

Report illegal or harmful content to the platform.

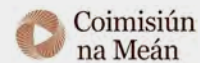
Each platform has its own way to report and advice on how to report can be found in the platform's 'Help' section.

Typically, you report content on a platform by tapping on the "... " icon that appears at the top right corner of a post or story.

### \* Remember

Under the Online Safety Framework, a platform's reporting functions should be easy to find and easy to use.

## How can Coimisiún na Meán help?



\* Coimisiún na Meán is Ireland's media watchdog and it is their job to make sure that Irish-based online platforms are following the rules of the Online Safety Framework. If they aren't, Coimisiún na Meán has the power to give big fines.

\* Always report to the platform first if you see harmful or illegal content online.

\* If you find that a platform isn't following the rules and doesn't have easy to find and easy to use reporting functions for reporting illegal and harmful content, you should report this to Coimisiún na Meán: [cnam.ie](http://cnam.ie)

# KNOW YOUR RIGHTS IN THE DIGITAL ENVIRONMENT

The UN Committee on the Rights of the Child has just said...

**"YOUR RIGHTS APPLY IN THE DIGITAL WORLD"**

**YOU HAVE THE RIGHT TO PRIVACY**

Digital services should not take your personal information and use it in ways that are unfair or unjust, or allow others to use your information in ways that don't benefit you.

Digital technology can help you access services, but it must be accurate and not undermine your other rights.

**YOU HAVE A RIGHT TO HEALTH, EDUCATION AND JUSTICE**

**YOU HAVE THE RIGHT TO PARTICIPATE**

Digital services should not be used to stop you saying what you think (so long as it does not hurt others) or joining others to make a better world.

**Information online should be true, clear and understandable to you - in a language you speak.**

**YOU HAVE THE RIGHT TO INFORMATION**

**YOU HAVE A RIGHT TO PLAY AND REST**

Playing online should not mean that you are targeted to do or buy things that make money for others. It should be fun and appropriate to your age. All digital services should be designed to 'give you a break'.

**YOU HAVE THE RIGHT TO BE SAFE**

You should not be sent pictures, videos and messages that harm you or suggest that you harm yourself. You should be protected from anyone who contacts you who may harm you in real life.

**YOU HAVE THE RIGHT NOT TO BE EXPLOITED**

Digital services must not target you with advertising, selling your information or allowing others to do so. You must be protected from violence of all sorts.

**YOU HAVE THE RIGHT TO BE HEARD**

You should be consulted on things that make a difference in your life.

**MOST OF ALL, YOU HAVE THE RIGHT TO BE YOU**

Digital technology must not nudge, guess or tell others what you are thinking and feeling - that's for you to decide.

And your rights apply whomever you are, wherever you live, whatever your shape, age, gender, religion, race or beliefs.



# My Rights and Responsibilities

## Online Module Summary

As a young person exploring the digital world, it's important to know your rights. In 2021, the United Nations stated that all your rights in the Convention on the Rights of the Child also apply to the digital world. When you use the internet, social media and platforms, your experiences should be valuable, safe and fun. Adults have a responsibility to support you in this.

**With a Parent/Guardian read the helpful poster on your rights online.**

### Homework Activity:

Take this short quiz adapted from the Council of Europe and available here: (<https://www.coe.int/en/web/freedom-expression/digital-rights-quiz#2>) to test your knowledge about your rights online. Note, some answers may be multiple choice.

#### Question 1

You can get 20% off your next purchase from your favourite online shop. But you must add the name and personal details of three friends to an online form.

**What do you do?**

A) Add the personal details. It will save you a fortune and you know your friends will really like getting emails from this shop.

B) Do nothing – it takes too much time to do this.

C) Contact three of your friends to see if they agree to having their details added.

D) Ignore it. It's probably a scam.

#### Question 2

You see that your friend has reposted a video which shows a politician stumbling over his words and unable to answer the interviewer's questions. You suspect it might be manipulated.

**What do you do?**

A) Roll your eyes and leave the platform where the video was reposted. Enough for today.

B) Check a reliable news source to see if the video has been manipulated. Then message your friend with links to the original video and suggest that they remove their post to avoid more confusion.

C) Repost the video. Even though it looks manipulated, it is really funny.

D) If the video was manipulated, surely it would have been taken down by now. You shrug and decide that it must be true.

**Questions cont. >>**

### Question 3

A headline catches your eye. You click on it. The site looks familiar but there are a few unusual typos.

**What do you do?**

- A) Roll your eyes and shrug.  
.....
- B) Double check that the site is a genuine site by checking the URL, the author and publisher details.  
.....
- C) Add to your favourites immediately. There's so much interesting stuff on this website you will want to re-visit it (even if badly written).  
.....
- D) Correct the typos and send the corrected version back to the author.  
.....

### Question 4

You are on your favourite social media site and there's a heated debate going on about an incident in your local community. Both groups are demanding that people #chooseseaside.

**What do you do?**

- A) Find out which group your friend agreed with and choose that one.  
.....
- B) Find out which group your Uncle Joe agrees with and then choose the other one.  
.....
- C) Choose neither because there's usually more than 2 sides to a story and people who try to force you to pick a side might be simplifying the story or trying to manipulate you.  
.....
- D) Choose a different social media platform.  
.....

### Question 5

You are watching a video online when an ad pops up offering you a discount code for your birthday next week.

**Do you...**

- A) Click on it.  
.....
- B) Report it to the platform as you are under 18 and shouldn't be seeing targeted ads.  
.....
- C) Ignore it and keep watching the video.  
.....
- D) Online platforms are not allowed to use your personal data to target advertisements to under 18s. If you notice ads based on your online activity or personal data, you should report it to Coimisiún na Meán.  
.....

### Question 6

Everybody is playing an exciting new game online and it is free! As you are downloading it a box pops up with 'Terms and Conditions' explaining what data will be collected and how it will be used.

**Do you...**

- A) Quickly scroll to the end of box and tick all the boxes.  
.....
- B) Try to make an informed decision about what data you want to share in return for free access to the game.  
.....
- C) Close the box and leave the site.  
.....
- D) Skim through the information and then go ahead anyway.  
.....



### Have the chat

In Ireland there are new rules to help protect children's rights online under the Online Safety Framework. Find out all about it here:

**Explained:** What is the Online Safety Code? [webwise.ie/trending/explained-what-is-the-new-online-safety-code/](https://www.webwise.ie/trending/explained-what-is-the-new-online-safety-code/)  
.....

**Your Children's Rights Online:** [cnam.ie/information-for-parents-guardians/](https://www.cnam.ie/information-for-parents-guardians/)  
.....

**Visit [Webwise.ie/parents](https://www.webwise.ie/parents) for more expert advice, support and resources.**

Disclaimer: Please note, this does not constitute legal advice, nor does it represent the position that Coimisiún na Meán or Webwise may take in the context of any regulatory proceeding in which the meanings of the provisions are in issue.

MODULE SEVEN

# Protecting Myself Online

## Purpose

In this module, pupils will understand the importance of safeguarding personal information and learn about basic cybersecurity practices, including creating strong passwords, recognising phishing attempts, and protecting against malware and viruses.

## Focus of the Learning

Pupils will be able to

Understand the concept of privacy and the importance of safeguarding their personal information and that of others online.

Identify common cyber threats such as suspicious communications, phishing scams and malware.

Develop strategies to protect and secure devices and personal information online.

## Wellbeing Curriculum Link

**Strand:** Health Education – SPHE

**Strand Unit:** Media and digital wellbeing:

Adopt strategies to promote safe, ethical and responsible use of digital technologies, recognising personal and communal responsibility in fostering a positive, respectful and safer digital environment and understand safe ways to report inappropriate or harmful behaviours or content.

**Strand:** Health Education - PE and SPHE

**Strand Unit:** Safety:

Appreciate the importance of safety rules and practices in movement and other contexts. Assess risks, identify unsafe situations and behaviours, and practise/adopt appropriate safety strategies. Demonstrate increasing confidence and personal responsibility toward accident prevention.

## Cross Curricular Links

**Subject:** English

**Strand:** Oral Language

**Strand Unit:** Vocabulary:

Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose.

**Subject:** English

**Strand:** Writing

**Strand Unit:** Engagement:

Engage positively and purposefully while creating text in a variety of genres, other languages where appropriate and across the curriculum.

## Methodologies

Group Work

Pair Work

Class Discussion

Cloze Text Activity

Sorting Activity

## Resources Needed

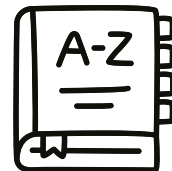
**Activity Sheet 7.1:** Protect Yourself Online

**Webwise Parents/Guardians**

**Take-Home Handout 7**

# Module Seven: Protecting Myself Online

## Vocabulary List



Word	Definition	
Protect	To keep something or someone safe from harm, danger or damage.	
Secure	To make sure something or someone is free from danger, harm or fear.	
Phishing	A type of online scam that happens when someone tries to trick people into giving away personal information, like passwords or credit card numbers, by pretending to be someone they trust.	
Malware	A type of harmful software (a program run on computer) that can damage computers, steal information, or take control of devices without permission.	
Suspicious	Something seems odd or not quite right, making people feel unsure or concerned.	
Virus	A type of malware that spreads from one computer or device to another, causing harm, like slowing down performance or damaging files.	
Spyware	A type of malware that secretly collects information from a device without permission.	
Ransomware	A type of malware that prevents access to a device and the data stored on it and asks for money to unlock them.	

## Understanding Privacy

### Step 1

#### PLAY VIDEO

To introduce the module.

#### PRIVACY CONTINUUM ACTIVITY

Pupils place themselves at a point on a continuum where they feel comfortable on an issue, ranging from “strongly disagree” to “strongly agree.”

#### Statements:

It's okay to post pictures/videos of my friends online without asking their permission.

It's okay to screenshot messages from one-on-one chats with a friend and share them in a wider group chat without asking their permission.

When I sign up for a new app or game, I don't need to read the terms or privacy policy because it doesn't really affect me.

An app won't work properly unless I select 'Always' when setting its permissions to access my camera, microphone and location.

It's not okay to accept follower requests from someone I don't know even if they are friends with other people in my school.

If you're feeling sad or upset, it is good to share it online so others can help you.

If someone forgets to log out of their account on a shared device, it's okay to look at their profile.

If I delete something I posted online, it's completely gone and no one can see it anymore.

### Step 2

#### EXPLAIN

The concept of privacy; keeping personal information safe and only sharing it with trusted people or websites and apps online, we need to "lock up" our personal information to keep it safe and emphasise the importance of not sharing personal information online without permission from a parent/trusted adult.

### Step 3

#### SORTING ACTIVITY

Pupils must drag and drop from the list provided what privacy means in terms of their responsibility in how they behave online to the matching 'What people think privacy online means'.

## Answers for Sorting Activity:

### What people think privacy online means

Keeping my password secret

.....

Don't connect with people you  
don't know

.....

Not letting strangers see my  
photos

.....

Only sharing information with  
people I know

.....

Setting your account to private on  
apps and games

.....

Only connecting to secure  
wi-fi networks

.....

### What it also means

Choosing strong, unique, long passwords and not sharing your  
passwords with anyone.

.....

Don't reply to messages from accounts you don't know. Not everyone  
is who they say they are online, it can be easy to create fake profiles/  
accounts.

.....

Being selective about what you share, even with friends, because  
anything shared online can potentially be reshared or leaked.

.....

Being aware that friends might share information or images without  
your permission, so be cautious about what you share with everyone,  
including friends.

.....

Reviewing the privacy settings on your apps including checking to  
see if you are okay with what level of access each app has to your  
microphone, camera or location. Remember you can restrict access to  
these features on your device to allow only when using the app, not  
at all or ask every time you want to use instead of allowing access all  
the time.

.....

Avoid using 'free' wi-fi hotspots in public places especially when you  
want to access or send personal or sensitive information. Remember  
scammers or hackers may be able to access your personal  
information through an unsecure internet connection.

.....



# Recognising Common Cyber Threats

## Step 1

### EXPLAIN

The common cyber threats of phishing and malware.

What is Phishing	What is Malware
When someone impersonates popular online products, services like banks, or even friends/relatives to trick you into giving away personal information	Software designed to harm your computer, phone, or other devices
When someone sends you a personalised message asking you to provide private information like passwords, credit card numbers or addresses	It can delete files, steal personal information, or even send out fake messages to other people from your account
Messages are designed to look real for a false sense of security	Malware often gets into devices without you noticing, sometimes by clicking on suspicious links, downloading files from untrusted sites, or even by opening certain email attachments

## Step 2

### EXPLAIN

Ask pupils to complete the cloze text activity. The correct words are underlined for you here.

#### Types of Phishing

##### 1. What is Spear Phishing?

Spear phishing is a targeted type of phishing where scammers pretend to be someone you know, like a friend, teacher, or family member.

They try to trick you by using information specific to you, like your name or school, making it feel more real so you're more likely to trust them.

##### 2. How does HTTPS Phishing work?

HTTPS phishing happens when a fake website looks secure and even shows the "lock" symbol in the browser's address bar, which usually means it's safe. Scammers do this to make their fake site look like a real, safe one so you'll enter personal information without suspecting anything.

##### 3. What does Email Phishing look like?

Email phishing is one of the most common types of phishing. It's when scammers send you emails pretending to be from a trusted company, like your bank or a social media platform. They might say something urgent, like "Your account is at risk!" to get you to click a link and enter your details.

### Step 3

#### EXPLAIN

Ask pupils to complete the cloze text activity. The correct words are underlined for you here.

#### Types of malware:

##### 1. What is a virus?

A virus is a program that sneaks onto your device and can spread to other files or programs, causing damage. It's like a "digital bug" that can infect different parts of your device and make it stop working right, spread through downloads or infected files.

##### 2. How do Worms work?

Worms are a type of malware that spread themselves from one device to another without needing any help, like opening a file. They travel through networks and can quickly spread to lots of devices, often slowing them down or causing problems.

##### 3. What is Ransomware?

Ransomware is malware that locks your device or files and demands money to unlock them. It's like a digital "kidnapper" that holds your information hostage, and it usually sneaks in through suspicious links or emails.

---

### Step 4

#### PLAY VIDEO

To consolidate pupils understanding of cyber threats.

Two Common Online Threats Available here: [youtube.com/watch?v=LiY9BIOfSNk](https://www.youtube.com/watch?v=LiY9BIOfSNk)



## Protection Strategies

### Step 1

#### DISCUSS

Strategies to protect personal information and devices:

#### Creating Strong Passwords & Use 2-Factor Authentication:

Use a mix of letters, numbers, and symbols.

#### Recognising Phishing Attempts:

Don't click on links or open attachments from unknown sources, check the senders details/email address, check with a trusted adult.

#### Protecting Against Malware:

Keep software up to date, use antivirus programs, and avoid downloading unknown files.

#### Safe Browsing Habits:

Use of secure connections (e.g. secure Wi-Fi connections, avoiding suspicious websites, HTTPS/Padlock).

### Step 2

#### PROTECT YOURSELF ONLINE QUIZ

Pupils are shown examples and must answer questions to identify signs of phishing and malware in examples and how to recognise these threats (e.g., look for spelling errors, unfamiliar senders/strange email addresses, requests for personal information).

Protect Yourself Online Quiz Answers:

#### Question 1: Phishing Email

Answer: d) Ignore the email and tell a trusted adult.

#### Question 2: Suspicious Friend Request

Answer: c) Block the person and tell an adult about the request.

#### Question 3: Malware Alert

Answer: c) Close the ad immediately without clicking anything.

#### Question 4: Fake Website

Answer: b) Check the link carefully and compare it with the official website URL before doing anything.

#### Question 5: Suspicious Download

Answer: d) Avoid the download, as it could contain malware, and tell an adult.

#### EXTENSION ACTIVITY

Ask pupils to go back and watch the top tips mentioned at the end of the module introduction video again. Ask them to create a poster, info graphic, video or song of the top tips to protect yourself online.

#### REFLECTION & ACTION

##### Reflection

How would you examine a URL to ensure it isn't a phishing or malware threat?

What else should you check for in an email to ensure it is legitimate? Give two examples.

##### Action

What will you do the next time you receive a suspicious friend request/message?

#### TAKE-HOME ACTIVITY

##### Homework

Distribute Webwise Parents/Guardian Take-Home Handout 7 which includes an activity for your pupils and parents/guardians to complete together along with summary of key points of the module.

# Protect Yourself Online Quiz

Answer the questions and see if you can identify signs of phishing and malware in the examples here.

## 1. Phishing Email

You receive an email from "YourGameSupport@playnow.com" saying you've won free in-game items. The email asks you to click a link to claim your prize. The website you land on asks for your game username, password, and email address.

**What should you do?**

- A) Click the link and claim the prize.  
.....
- B) Double-check the website URL and make sure it's the official site.  
.....
- C) Enter your password and email to get the free items.  
.....
- D) Ignore the email and tell a trusted adult.  
.....

## 2. Suspicious Friend Request

You're playing an online game, and a player you don't know sends you a friend request. After a few games, they start asking for your full name and where you go to school.

**What's the best response?**

- A) Tell them your name and school since you've been playing with them.  
.....
- B) Ask them for their personal information first before sharing yours.  
.....
- C) Block the person and tell an adult about the request.  
.....
- D) Tell them it's okay to talk, but don't give your last name.  
.....

## 3. Malware Alert

While browsing the web, you see a pop-up ad that says, "Congratulations! You are the 1,000th visitor! Click here to claim your prize." The ad offers you a free download if you click.

**What should you do?**

- A) Click the ad quickly to claim your prize.  
.....
- B) Download the file because free offers are always cool.  
.....
- C) Close the ad immediately without clicking anything.  
.....
- D) Click the ad but only download the file if it looks safe.  
.....

## 4. Fake Website

You get a message on your phone saying your favourite social media account has been hacked, and you need to reset your password immediately. The message gives you a link to a website that asks for your current password and new password.

**What is the safest action?**

- A) Click the link and change your password right away.  
.....
- B) Check the link carefully and compare it with the official website URL before doing anything.  
.....
- C) Ignore the message and hope your account is safe.  
.....
- D) Share the message with friends to warn them.  
.....

## 5. Suspicious Download

Your friend sends you a link to a website offering free cheats and mods for your favourite video game. The website asks you to download a file to get these cheats.

**What should you do?**

- A) Download the file because it's from your friend.  
.....
- B) Ask your friend where they got the link and whether it's safe.  
.....
- C) Download it only if it's a small file.  
.....
- D) Avoid the download, as it could contain malware, and tell an adult.  
.....



# Protecting Myself Online Module Summary

Today we learned about the importance of safeguarding personal information and learned about basic cybersecurity practices, including creating strong passwords, recognising phishing attempts, and protecting against malware and viruses.

## Top Tips for Protecting Myself Online.

- \* Review and adjust your privacy settings and app permissions
- \* Use strong, unique passwords
- \* Set up multi-factor authentication
- \* Think before you share
- \* Limit location sharing
- \* Be wary of free offers and downloads
- \* Keep your software up-to-date
- \* Install anti-virus and anti-malware software

## Homework Activity:

With a parent/guardian read through the following scenarios and decide what advice to give:

1. Karl gets a friend request from someone they don't recognise. The person's profile looks cool and says they go to a nearby school, but Karl doesn't remember ever meeting them.

What should Karl do?

.....

.....

2. While scrolling through social media, Sophie sees a post from a popular influencer offering a chance to win a new smartphone if they click a link and fill out a form with their name, email, and phone number.

What should Sophie do?

.....

.....

3. Mia gets an email from "Tech Support" saying there's been suspicious activity on their account, and they need to confirm their password and other information by replying to the email.

Should Mia share her password?

.....

.....

## Privacy Review

With your parent/guardian(s) use the top tips for protecting yourself online to review the privacy settings on one digital device including permissions on apps they use.

What is one update you made to a device after reviewing privacy settings:?

.....  
.....

How do you think this change will help protect your privacy and keep your personal information secure online?

.....  
.....



## Have the Chat

Learn how to keep your family secure with these expert articles and guidance on cyber security topics:

### How to Guides:

[webwise.ie/category/how-to/](http://webwise.ie/category/how-to/)

### Phishing – Advice for Parents:

[webwise.ie/parents/phishing-advice-for-parents/](http://webwise.ie/parents/phishing-advice-for-parents/)

### Creating strong passwords:

[webwise.ie/uncategorized/creating-strong-passwords/](http://webwise.ie/uncategorized/creating-strong-passwords/)

Visit [www.webwise.ie](http://www.webwise.ie) for more expert advice, support and resources.



## MODULE EIGHT

# My Data Footprint

## Purpose

This module will encourage pupils to think about how navigating the online environment as a digital citizen also means being a consumer. This module explores how the information we share and what we do online, our data, can be used by companies and how pupils can manage their personal information online.

## Focus of the Learning

Pupils will be able to

Explain why information about themselves and their behaviours online is valuable to companies and how certain types of data are used by companies.

Develop strategies to limit individual data collection by companies.

Describe their personal data protection rights and recognise the ability to make choices as consumers online.

## Wellbeing Curriculum Link

**Strand:** Health Education – SPHE

**Strand Unit:** Media and digital wellbeing:

Evaluate the benefits and challenges of digital technology use and the role and influence of media, including social media, in their lives.

## Cross Curricular Links

**Subject:** English

**Strand:** Oral Language

**Strand Unit:** Categorisation

Explain and justify categorisation, across the curriculum, as appropriate, and demonstrate understanding that categories are fluid and can vary.

**Subject:** English

**Strand:** Writing

**Strand Unit:** Response and author's intent:

Examine and critically reflect on their own intent and influences as authors.

## Methodologies

Group Work

Pair Work

Discussion

Brainstorm

Video Analysis

Case Study

Ranking Activity

## Resources Needed

**Activity Sheet 8.1:** Data Detectives

**Webwise Parents/Guardian  
Take-Home Handout 8**

## Teacher Note

### General Data Protection Regulation (GDPR) and Children's Personal Data

The General Data Protection Regulation (the GDPR for short) is a European law that was introduced on 25 May 2018. It is a set of data protection rules and rights that gives people in every country in the European Union more of a say about what happens to their personal data. The GDPR says that children's personal data should be especially protected, because children might not realise that sharing personal data can sometimes be risky.

### Digital Age of Consent

The age of digital consent was introduced under the General Data Protection Regulation (GDPR). It applies where an organisation offering online services processes the personal data of a child and relies on consent as the legal basis for doing so. In those cases, processing the personal data of a child below that age will be lawful only if the consent is given by the child's parent or guardian. In Ireland, the age of digital consent has been set at 16, meaning that for every child under that age, online service providers (e.g. a social media platform) that rely on consent as the legal basis for processing must obtain the consent of the child's parents in order to offer online services to them. For more information on Children's Data and Parental Consent please visit: [dataprotection.ie](http://dataprotection.ie)

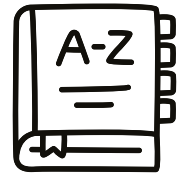
### The Digital Services Act




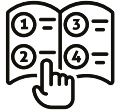
The Digital Services Act (DSA) is a set of rules established by the European Union to ensure that digital technologies and online platforms respect users' rights, provide a safe and trustworthy online environment, and protect users from illegal or inappropriate content. The DSA includes measures to protect minors, such as ensuring high levels of privacy, safety, and security, implementing age verification, providing parental controls, and prohibiting targeted advertising based on profiling for users under 18. The act also mandates platforms to have child-friendly complaints and reporting systems, protect personal data, and avoid using "dark patterns" to manipulate users.



# Module Eight: My Data Footprint

## Vocabulary List



Word	Definition	
Data Footprint	The amount of personal information that is collected and stored about someone when they use the internet.	
Cookies	Small pieces of information that websites store on a device to remember things like login details, preferences, or items in a shopping cart.	
Big data	Huge amounts of information that are collected, stored, and analysed by companies, governments, or organisations.	
Algorithm	An algorithm is a set of instructions or rules for completing a task or solving a problem.	

# My Data Footprint

## Step 1

### EXPLAIN

In module 3 we explored our digital footprint. Your digital footprint includes all the intentional and unintentional traces you leave online when you use the internet or digital devices.

**Some examples include:**

- Posting a picture on social media.  
.....
- Sending an email or text.  
.....
- Commenting on a video or blog.  
.....
- Liking a post or sharing a link.  
.....

Your digital footprint is about your active presence on the internet and the traces you leave behind when you interact with websites, apps, or social platforms.

In this module we are going to explore your data footprint.

Your data footprint refers to the information collected about you (actively or passively) by devices, apps, and websites.

**Examples:**

- The location data collected by your phone.  
.....
- Cookies tracking what you click on a website.  
.....
- Your app usage habits (e.g., how often you use a game or how long you spend on it).  
.....

Your data footprint is more about the behind-the-scenes data collected automatically, often without you being fully aware of it.

Now let's explore your data footprint more.

## Step 2

### BRAINSTORM

List the websites, apps and digital devices you regularly use and what kind of information these websites and apps might collect about you.

**Suggested answers could include:**

#### Social Media & Gaming

- Posting or commenting.  
.....
- Games might collect information about how you play or chat with friends.  
.....

#### Web Browsing & Apps

- Searching for homework help or watching videos.  
.....
- Apps may track your activity to show ads or recommend content.  
.....

#### Smart Devices

- Talking to voice assistants can record what you say.  
.....
- Using school-provided devices or logging into educational websites often tracks what you do.  
.....

## Step 3

### DISCUSS

Your data footprint is made up of all the information about you that is collected online.

Discuss any misconceptions pupils may have had.

#### HOW THEY WORK TOGETHER

##### Digital Footprint

Created by your actions online (e.g., making a video and posting it on social media).

##### Data Footprint

Includes hidden details from your actions (e.g., a social media platform recording how many times you watch a video).

Both footprints are part of your online presence and managing them carefully is important for privacy and safety!

What people think their data footprint is	What their data footprint also includes
<ul style="list-style-type: none"> <li>• Social Media Posts</li> <li>• Browsing History</li> <li>• Cookies</li> </ul>	<ul style="list-style-type: none"> <li>• Location Data</li> <li>• Device Information</li> <li>• Purchase History</li> <li>• App Usage</li> <li>• Emails and Messages</li> <li>• Signing Up for Accounts</li> <li>• Likes, comments shares</li> <li>• How long you spend on a website</li> <li>• Data shared with third party companies</li> </ul>

## Step 4

### PLAY VIDEO

Why do companies collect this data? As an example of targeted advertising (e.g., personalised ads on social media).

Available here: [youtube.com/watch?v=TnSN3NZdaZk&t=14s](https://www.youtube.com/watch?v=TnSN3NZdaZk&t=14s)

### SMALL GROUP WORK

Discuss why companies might collect this data (e.g., personalise ads, improve their products, target users with specific advertisements).

### BRAINSTORM

Why do online platforms collect this data?

What are the benefits and potential risks?

### EXPLAIN

Companies use data for targeted advertising, personalised recommendations, and improving user experience. Collecting data helps online platforms understand what products or services might interest different groups of people.

Get feedback on pupils' suggested benefits and risks.

Example answers may include:

#### Benefits

**Personalised Experiences:** Platforms recommending videos based on what you've watched before.

**Convenience:** Your data helps apps and websites remember your preferences and logins, so you don't have to set things up every time.

**Easier Connections with Friends:** Games use data to help you find and connect with friends and may

suggest friends based on who you know.

**Innovative Technology:** Voice assistants (e.g., Siri, Alexa) use data to help answer your questions or play your favourite songs, making life more convenient.

#### Risks

**Privacy Concerns:** Some websites or apps collect too much information, like your location or age, and might not protect it well making it easier for strangers or companies to know too much about you.

**Online Reputation:** Things you share online (photos, comments, videos) can stay there forever, even if you delete them.

**Cyberbullying or Scams:** Sharing too much personal information can make you a target for cyberbullies or online scammers.

**Ads and Tracking:** Your data might be used to show you ads or influence what you like. This can make you feel pressured to buy things or think in a certain way.

**Hacking and Data Breaches:** If a game or app gets hacked, your information (like your username and password) could be stolen.

### EXPLAIN

Under new European regulation called the Digital Services Act, online platforms are not allowed to use the data they collect about users who they are certain are minors to target specific advertising at them.

# Data Detectives

## Step 1

### EXPLAIN

Websites and apps often have privacy settings that allow us to control our data.

### BRAINSTORM:

What are some things we can do to become "data detectives" and help keep our data footprint safe?

## Step 2

### DISCUSSION

Get feedback from pupils on their strategies and compare these to following ways to limit data collection by companies if not already mentioned:

#### 1. Privacy Settings:

Adjust privacy settings on social media, apps and websites.

#### 2. Cookies Settings:

When visiting websites decline the opportunity for cookies or clear browser history/cached information regularly.

#### 3. Selective Sharing:

Being cautious of what information you share online and with whom.

#### 4. Avoid Oversharing:

Don't overshare personal details.

#### 5. Use Secure Websites:

Look for "https://" at the start of a website address to ensure your connection is safe.

#### 6. Sign Out of Accounts:

When you are finished using them as they can still track you.

#### 7. Clear Browsing Data:

Regularly delete cookies and browsing history.

## Step 3

### SMALL GROUP WORK:

Give each group a case study each to work through as "Data Detectives". Prompt the groups to come up with solutions to further control the use of their data by businesses.

### Differentiation

Offer sentence starters like "One way to control their data is..." to help pupils articulate strategies.

### Suggested Answers:

**Case Study 1:** Disable cookies and adjust privacy settings.

**Case Study 2:** Avoid oversharing and sign out of her account once she is finished.

**Case Study 3:** Clear browsing data regularly.

**Case Study 4:** Review social media settings – check ad preferences.

## Your Data Protection Rights

### REFLECTION & ACTION

#### Reflection

Why does your data footprint matter?

Remind pupils of the following points from today's module:

#### Privacy

Some information might be shared with strangers or companies without you realising it.

#### Ads

Your data is often used to show you specific ads (like a game ad if you like gaming).

#### Safety

If you share too much, people can guess things about you that should stay private (like where you live or your school).

#### Action

Ask pupils to draw a detective hat, symbolising their role as Big Data Detectives, and write one strategy they will use to control their information online.

Discuss the importance of making informed choices, such as reading privacy policies and understanding the terms of service.

Emphasise that we as users have control over personal information. Remind pupils to read privacy policies and select choices before agreeing to cookies.

### Step 1

The pupils will discuss the concept of consumer rights online and will rank in order of importance how our data is used online.

#### EXPLAIN

When we use website, apps, games or services online we are consumers and we have rights such as data privacy, the right to access our data, and the right to be informed about how our data is used.

#### You have the right to protection of your personal data.

The General Data Protection Regulation (the GDPR for short) is a European law that was introduced on 25 May 2018. It is a set of data protection rules and rights that gives people in every country in the European Union more of a say about what happens to their personal data. The GDPR says that children's personal data should be especially protected, because children might not realise that sharing personal data can sometimes be risky.

### Step 2

#### Ranking Activity:

Protecting Your Data Footprint

In small groups of 3 pupils must read the statements on how online platforms should protect children's data and personal information online and then arrange onto a diamond-shaped template, with what they think is the most important at the top of the diamond and the least important at the bottom.

**Note: There is no right or wrong answer here – the purpose of this activity is to stimulate discussion among pupils.**

Use the following prompt questions to help pupils consider how platforms should protect your personal information online:

What safety rules would you want a website/app/game to follow before you trust it with your information?

Which of these protections would matter most to you if you were signing up for a new app or game?

Which of these rules do you think keeps children the safest online, and why?

### Step 3

#### Your Data Sharing Activity Review.

#### ASK

Review privacy settings on a hypothetical social media platform "ChatTime".

Pupils are to navigate and select the options to make this online account safe and adjust privacy settings accordingly.

#### TAKE-HOME ACTIVITY

##### Homework

Distribute Webwise Parents/Guardian Take-Home Handout 8 which includes an activity for your pupils and parents/guardians to complete together along with summary of key points of the module.



# Data Detectives Activity

Read through the case studies and use the data detective strategies to help each person keep their data footprint safe.

## Data Detective Strategies

- 1. **Privacy Settings:** Adjust privacy settings on social media, apps and websites.  
.....
- 2. **Cookies Settings:** When visiting websites decline the opportunity for cookies or clear browser history/cached information regularly.  
.....
- 3. **Selective Sharing:** Being cautious of what information you share online and with whom.  
.....
- 4. **Avoid Oversharing:** Don't overshare personal details.  
.....
- 5. **Use Secure Websites:** Look for "https://" at the start of a website address to ensure your connection is safe.  
.....
- 6. **Sign Out of Accounts:** When you are finished using them as they can still track you.  
.....
- 7. **Clear Browsing Data:** Regularly delete cookies and browsing history.  
.....

### Case Study 1

Jack loves soccer and often watches soccer highlights online. Recently, he noticed that ads for soccer shoes, team jerseys, and equipment keep popping up while he browses other websites or social media apps.

What can Jack do to keep his data footprint safe?

.....

### Case Study 3

Pavlo searched for workout tips for beginners and exercises he can do at home. Soon afterward, his social media feed started showing him ads for healthy foods, meal plans, and workout clothes. He realises that his searches may have influenced the types of ads he is seeing.

What can Pavlo do to keep his data footprint safe?

.....

### Case Study 2

Sara, who uses a wheelchair, often searches for accessible games that she can play. A few days later, she starts seeing ads for adaptive gaming equipment and wheelchair-friendly game controllers. She feels positive that companies are recognising her needs but also worries about how much they know about her interests.

What can Sara do to keep her data footprint safe?

.....

### Case Study 4

Emma loves scrolling through style and fashion accounts on social media. She often likes posts about trendy outfits and leaves comments complimenting the styles she enjoys. After a few weeks of engaging with these posts, Emma notices that her social media feed is filled with ads for clothing brands, shoe companies, and even makeup products.

What can Emma do to keep her data footprint safe?

.....

# My Data Footprint Module Summary

## Big Data: Understanding Algorithms

### What is an algorithm?

Search engines and social media platforms use complex algorithms that shape what we see online. Based on data collected we are then shown advertising or posts that they think we will be interested in.

### Social media companies believe there are benefits in using algorithms, such as:

- 1. They help you see more of what you're interested in.  
.....
- 2. They can help you discover new things.  
.....
- 3. In a world where we are shown a lot of content, they make the social media experience more personalised for you.  
.....
- 4. They filter out all the other content that might 'distract' you from what you like. Platforms can make money by keeping users online, and algorithms help to do just that. The longer you spend scrolling through your feed, the more likely you are to see ads. A feed is an updated list of all the content posted by other accounts on social media.  
.....

While there are lots of benefits to algorithms, it is important to be aware that the content being pushed to your newsfeed is filtered and tailored by what a social media network or online platform believes that you are interested in, or would like you to become interested in.

One of the drawbacks is that we can very easily get caught in a feedback loop. What we see are variations of the same thing and alternative views or opinions are filtered out – this is sometimes called a filter bubble. Not seeing an alternative point of view can affect our ability to think critically about content, make us less open-minded, and can have a skewed influence on how the world is presented to us. If there is content or a theme that makes us feel bad or affects our self-esteem, being presented with more of the same is not going to make us feel better, in fact it may make us feel worse!

### Homework Activity | With a parent/guardian answer the following questions:

- 1. Who is someone you like to follow online (celebrity, gamer, content creator, influencer, etc.)  
.....
- 2. Why do they follow them?  
.....
- 3. Is there anyone who might not like what the content creator is saying? Why might that be?  
.....

- 4. If they share points of view, what are the opposite views?  
.....
- 5. What do they find interesting or entertaining?  
.....
- 6. Who else do they follow that 'balances' this creator's point of view?  
.....



### Have the Chat

Help your child manage their data footprint and understand how algorithms shape their online experiences with these helpful resources:

**Managing My Digital Footprint:**  
[dataprotection.ie/en/dpc-guidance/blogs/managing-your-digital-footprint](http://dataprotection.ie/en/dpc-guidance/blogs/managing-your-digital-footprint)

### The Influence of Online Algorithms

[webwise.ie/trending/you-are-what-you-like-the-influence-of-online-algorithms/](http://webwise.ie/trending/you-are-what-you-like-the-influence-of-online-algorithms/)

**Explained: What is Big Data?**  
[vimeo.com/383270035](https://vimeo.com/383270035)

**Visit [Webwise.ie/parents](http://Webwise.ie/parents)** for more expert advice, support and resources.



## PROGRAMME REFLECTION

# My Digital Citizenship Journey

## Purpose

This programme reflection lesson provides an opportunity for pupils to reflect on what they have learned about what it means to be a good digital citizen and what actions they will implement as a result.

## Focus of the Learning

Pupils will be able to

Reflect on their learning about digital citizenship.

Identify actions they will implement to be a responsible digital citizen.

Understand what it means to be a digital citizen, the opportunities and benefits digital citizenship brings to individuals and society.

## Teacher Note

### Differentiation

Provide sentence starters or visuals to help scaffold reflection for pupils who may find open-ended prompts challenging.

Offer alternative ways to express learning journeys, like a written reflection or collage creation, digital poster. For example, a visual representation could include symbols or pictures representing what pupils have learned and actions they will take.

Empower deeper engagement for advanced learners, inviting them to consider specific actions they can influence positive change in online communities they participate in.

## Wellbeing Curriculum Link

**Strand:** Health Education – SPHE

**Strand Unit:** Media and digital wellbeing:

Evaluate the benefits and challenges of digital technology use and reflect on the role and influence of media and popular culture in their lives.

Adopt strategies to promote safe, ethical and responsible use of digital technologies, recognising personal and communal responsibility in fostering a positive, respectful and safer digital environment and understand safe ways to report inappropriate or harmful behaviours or content.

## Methodologies

Guided Reflection

Reflection

Group Work

Discussion

## Resources Needed

**Activity Sheet 9.1:** Digital Citizenship Pledge

# Reflection Lesson: My Data Footprint

## Vocabulary List



Word	Definition	
Digital citizenship	A digital citizen is someone who uses technology, like the internet, social media, and devices, in a safe, kind, and responsible way.	
Reflection	The process of thinking carefully about something, like an experience or a decision, to understand it better.	
Action	A thing that is done or the act of taking steps to make something happen for a particular purpose.	
Pledge	A promise or commitment to do something or to support a cause.	

---

## ACTIVITY 1

# Digital Citizenship Reflection

## Step 1

### EXPLAIN

This lesson is a reflection on your digital citizenship journey. Briefly review what digital citizenship means, and the key concepts covered emphasising responsible behaviour online.

## Step 2

### GUIDED REFLECTION

Use the following questions to guide pupils' reflections:

What did you learn about being a responsible digital citizen?  
.....

How do you plan to use what you've learned in your daily life?  
.....

What do you think can make it hard to be a good digital citizen and what can you do to make it easier?  
.....

Is there anything you still have questions about with digital citizenship?  
.....

Have you changed anything about your approach or online behaviours since the first module?  
.....

---

## ACTIVITY 2

# My Digital Citizenship Journey

## Step 1

### JOURNEY MAP

(Individual Activity)

Distribute a large piece of paper to each pupil. Ask them to draw the outline of a path or journey, representing their learning about digital citizenship.

Encourage them to add key learning points, challenges faced, and positive experiences on the path.

## Step 2

### ACTIONS FOR CHANGE

(Small Group Work)

Provide each group with chart paper and markers/pens.

Ask them to brainstorm and write down actions they can take in their daily online lives to be better digital citizens.

Encourage them to think about actions related to respect, privacy, and safety and to think about how their actions online impact themselves and others.

## Step 3

### JOURNEY SHOWCASE

If time allows, ask pupils to share their "Journey Maps" with the class.

Encourage discussion and positive feedback on individual journeys.

### ACTION PLAN SHARING

Invite each group to present their brainstormed actions for change to the class.

## Digital Citizenship Pledge

### Step 1

#### SMALL GROUP WORK

Ask each group to create a digital citizenship pledge. What promises will they make to be responsible digital citizens?

In their pledges, pupils should choose one specific action they are committed to implementing in their online behaviour to be a responsible digital citizen.

### Step 2

Invite each group to share their digital citizenship pledges with the class.

When all groups have shared ask pupils to raise their hands if they are committed to following their pledges. Reinforce the importance of consistent digital citizenship.

### Step 3

Encourage pupils to keep their reflections and pledges in mind as they navigate the online world.

Remind pupils that being a good digital citizen is an ongoing journey and that they have the power to make positive choices online.



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# Appendices

## Appendix 1: Important Information for Teachers

### Differentiation

Depending on the nature of the pupil's needs, there may be a need to have dedicated lessons prior to each lesson to decode and demystify the language surrounding each topic along with the new vocabulary being introduced. A vocabulary list of recommended keywords is provided in each lesson. It is recommended that pupils encounter the keywords multiple times, engaging with them in different contexts so they can understand, apply, and revisit the terms as their learning develops. For example, using a vocabulary wall to build on the vocabulary introduced in each lesson.

- ▶ To support diverse learners, offer flexible means for children to share their understanding. For example, children could respond to activities through handwriting, by using speech-to-text tools to dictate responses or record their thoughts orally using a microphone tool. Often speech-to-text tools and audio recording tools are inbuilt on apps and online tools.
- ▶ Rather than assigning individuals to read scenarios/dilemmas aloud, support diverse learners by offering choices such as reading scenarios independently, in pairs, in small groups or as part of a whole class read aloud.
- ▶ Subtitles are available on the introductory videos of modules as an additional way for children to engage with the content.

### Supporting Cultural and Linguistically Diverse Learners


It is important to empower learners with English as an Additional Language to be agentic learners and learn how to use the tools themselves. Scaffolding allows the learner and their families to access the content. Scaffolding strategies includes using digital tools and translation software, pre-teaching key vocabulary, sentence structures including sentence frames, stems and starters, and allowing pupils to access the content or video in their own language first (using video subtitles or translation tools) prior to looking at it in class or with a support teacher. Some schools may find it helpful to offer families support in teaching about online safety using the following digital translation tools:

- ▶ Microsoft Translator App – a free personal translation app for more than 70 languages, to translate text, voice, conversations, camera photos and screenshots.
- ▶ Immersive Reader – a digital reading tool that can be used to support access to text for EAL learners.
- ▶ Google Lens – a digital tool that allows you to translate text from a website.

Guidance on supporting inclusive education at primary level, including how to use the above tools and more, is also available from Oide. The Oide EAL Padlet provides a comprehensive suite of relevant Department of Education and Youth publications, materials, and resources for teachers and school leaders who are supporting EAL Learners in their schools. Available here: <https://oide.ie/primary/home/inclusive-education/eal/key-documents/>.

### Using Digital Tools to Assist Differentiation

- ▶ **Written Feedback:** Schools with access to digital devices (e.g. tablets, laptops, cameras) can capture pupils' written responses to discussion activities using a variety of web-based tools and apps (e.g. Google Docs, Microsoft Word, Mentimeter, Kahoot, Flipgrid etc.).

- 
- ▶ **Verbal Feedback:** Use digital voice recording tools (e.g. Vocaroo, Chatterpix, Flipgrid, Anchor, microphone tool on Seesaw etc.) to capture pupils' oral responses.
  - ▶ **Creative/Visual Feedback:** Creative and graphic design digital tools (e.g. Adobe Spark Post, Animaker, Canva etc.) can be used for arts-based activities such as creating posters. Digital content creation tools (e.g. Write Reader, Book Creator, Keynote, Google Slides, Microsoft PowerPoint etc.), provide opportunities for pupils to draft, edit and publish their writing genre work or showcase their understanding of a topic in the format of a multimedia presentation.

\*This is not an exhaustive list but a helpful starting point for teachers using digital tools in the classroom. Digital technologies can be integrated in many ways and pupils' work can be saved on their digital portfolio platforms as evidence of their knowledge, understanding and engagement.

For professional learning support and guidance on embedding digital tools into your teaching, learning and assessment please see the Oide Digital Technologies team here: <https://oide.ie/digital-technology/home/digital-technology/>.



## Pupils with Special Educational Needs

Pupils with special educational needs may face additional challenges and vulnerabilities, so it's important to provide tailored support to help them achieve the programme's learning outcomes. Some pupils with special educational needs may lack social judgement and find it difficult to comprehend right from wrong, or the concept of bullying behaviour online and behaviours that cause it. This is particularly pertinent as these pupils need to develop the awareness and skills to manage the online environment safely and their online wellbeing.

Each child has a unique combination of strengths, interests and learning needs. Recognising and responding to these is key for planning meaningful learning experiences and effective implementation and assessment of this digital citizenship programme.

This programme supports the Universal Design for Learning (UDL) framework in promoting flexible teaching, learning and assessment practices to cater for the diversity of learners in all classrooms. It provides multiple ways for pupils to access information, engage with materials and demonstrate their learning and in doing so, strives to give all learners equal opportunities to succeed.

Here are some key strategies to support pupils with special educational needs:

### 1. Universal Design for Learning (UDL) Approach:

- Differentiate Lessons:** Design learning experiences that are flexible and responsive to the diverse strengths, interests and needs of learners/children in your classroom. Use multiple means of engagement, representation, action and expression: using visual aids, hands-on activities, and accessible language where necessary.
- Flexible Pacing:** Allow extra time for pupils with special educational needs to grasp new concepts, digital tools and complete tasks.

### 2. Child Centred and Needs Based Support:

- Personalised Support:** Identify and respond to pupil's learning needs, involve pupils in identifying their own strengths and needs, in setting learning targets, and monitor their progress and response to intervention.
- One-on-One Sessions:** Provide individual or small group sessions to revisit key topics like responsible internet use and anti-bullying.
- Regular Check-Ins:** Frequently check in with pupils with special educational needs to ensure they understand the material and how to use digital tools.

### 3. Enhanced Communication:

- a. **Clear Instructions:** Use clear, concise instructions and repeat them as needed. Visual schedules and step-by-step guides can be helpful.
- b. **New Vocabulary:** Spend additional time discussing and applying new vocabulary and terms related to digital citizenship.

### 4. Engagement and Participation:

- a. **Engaging Activities:** Incorporate a variety of methodologies, activities, and materials to cater for pupil's individual needs and different learning styles.
- b. **Peer Collaboration:** Encourage collaboration between pupils with special educational needs and their peers to build respectful relationships.

### 5. Wellbeing and Behavioural Agreements:

- a. **Online Conduct and Classroom Rules:** Discuss and co-create a classroom agreement on respectful behaviours both in class and online.
- b. **Online Wellbeing:** Promote online wellbeing through the development of positive relationships that emphasise the importance of respectful and responsible online behaviour. Reinforce these concepts regularly.

### 6. Review and Reinforcement:

- a. **Regular Reviews:** Regularly review previous lessons to reinforce learning and ensure retention.
- b. **Skill Development:** Focus on developing key digital skills such as online communication, screen time management, and digital safety.

By providing these supports, we can help pupils with special educational needs navigate the digital world safely and effectively.

NCSE provides resources for teachers including General Support for Learning here: <https://ncse.ie/teaching-and-learning>.

### Other Helpful Resources for Pupils with Special Educational Needs

- ▶ Childnet Star SEND Toolkit: An online safety teaching toolkit for educators to deliver with young people aged 11-16 with special educational needs and disabilities. Available here: <https://www.childnet.com/resources/star-send-toolkit>.
- ▶ Inclusive Digital Safety Hub: Empowering parents, carers, and professionals with tailored advice and insight to make meaningful interventions in the lives of children and young people most likely to experience online risks, this advice hub is the first of its kind. Available here: <https://www.internetmatters.org/inclusive-digital-safety>.
- ▶ Talk:Tech: Talk:Tech from Parent Zone is a range of visual and spoken resources to support conversations about their digital lives. The resources support children with speech, language and communication needs (SLCN). They've been developed through testing and consultation with young people, parents and carers, SLCN specialists and teachers. Available here: <https://parentzone.org.uk/TalkTech>.
- ▶ Mediawijs Online Resilience: This practical guide was developed by University College Leuven Limburg and Mediawijs, the Flemish Knowledge Centre for Digital and Media Literacy, is filled with tips and guidelines which you can use to address, in a pedagogically sound manner, online aggression from vulnerable children, young people, and adults (including persons with developmental, behavioural or emotional issues, and mental disabilities). Available here: <https://www.mediawijs.be/nl/weerbaaronline>

## Appendix 2. Glossary of Terms

<b>Glossary of Terms</b>	
<b>Action</b>	A thing that is done or the act of taking steps to make something happen for a particular purpose.
<b>Algorithm</b>	A set of instructions or rules used by a human or a computer to solve problems or complete tasks.
<b>Big Data</b>	Huge amounts of information that are collected, stored, and analysed by companies, governments, or organisations.
<b>Boundaries</b>	The personal rules or limits people set to protect their space, privacy, body, and feelings. Boundaries help others know what makes you feel safe and respected, like when you don't want to be touched, teased, or asked certain questions.
<b>Citizen</b>	A person who is a member of a community, state, or nation, and - as such - has rights and responsibilities.
<b>Community</b>	A group of people who live in the same area or share common interests or goals.
<b>Connecting</b>	The act of bringing things or people together. It can be about linking ideas, making friends, talking to someone, or joining a community.
<b>Consent</b>	When someone gives clear and free permission to do something. This means they agree without being forced or pressured.
<b>Content</b>	Information that can take the shape of something written (like an article, a blog post, a book), a video, audio (including music), a picture, an art-piece that is intended to entertain, inform and/or engage.
<b>Cookies</b>	Small pieces of information that websites store on a device to remember things like login details, preferences, or items in a shopping cart.
<b>Copyright</b>	The legal right to be the only one to reproduce, publish, or sell the content.
<b>Creating</b>	The act of making or producing something new using imagination, ideas or skills.
<b>Creative Commons</b>	An alternative to traditional copyright. The creator can give permission to other people to use their work if they follow certain rules, like giving them credit or not using it to make money.
<b>Cross-checking</b>	The process of looking at more than one source to verify if something is true.
<b>Data Footprint</b>	The amount of personal information that is collected and stored about someone when they use the internet.
<b>Deep Fakes</b>	A type of artificial intelligence technology that can create videos, audio or pictures of people doing or saying things they never actually did. The term "deep" refers to the machine learning used in this process called "deep learning".

<b>Digital Citizenship</b>	The status of being a digital citizen. A digital citizen is someone who uses technology, like the internet, social media, and devices, in a safe, kind, and responsible way.
<b>Digital Footprint</b>	The traces individuals leave behind as they use the internet. This includes data such as shared content (comments, photos, videos), social media interactions, and websites visited.
<b>Digital Wellbeing</b>	Finding a balance between screen time and other activities, making sure technology does not negatively affect mental or physical health.
<b>Disinformation</b>	False information that is purposely created or shared to trick or mislead people.
<b>Empathy</b>	The ability to understand how someone else is feeling and to imagine being in their situation.
<b>Ethical</b>	Making choices that are fair, kind and respectful, based on what is generally considered right or wrong.
<b>Exclusion</b>	The act of leaving out or not allowing someone to participate in something.
<b>Fact Checker</b>	A person or a tool that checks if the information is accurate.
<b>Fair Use</b>	An exception to the exclusive rights of copyright. It means being allowed to use someone else's content for specific good reasons, including learning, research, criticism, comment, news reporting, teaching or scholarship. Where Creative Commons is chosen by the creator, the Fair Use applies to any copyrighted work and does not require any permissions from the creator.
<b>False Connection</b>	When a headline, image, or video is paired with a story or content that does not actually match what is being discussed.
<b>False Context</b>	When genuine content (for example an image or a quote) is shared with false contextual information to change its meaning.
<b>False Information</b>	Any information that you get about someone or something that is incorrect, misleading, or not true.
<b>Freedom of Expression</b>	The right to share ideas, opinions, and feelings without fear of punishment or judgment.
<b>Harassment</b>	Any kind of unwanted behaviour, whether through words or actions, that makes someone feel uncomfortable, sad, scared, or hurt when they don't want it.
<b>Harmful Content</b>	Content that can negatively impact someone's emotional, psychological, digital, and social well-being, such as cyberbullying or false information.
<b>Harmful</b>	Something that can cause hurt, damage, or bad effects to people, things, or places. It can harm someone physically (their body) or emotionally (their feelings).
<b>Illegal</b>	Something that is against the law and not allowed.

<b>Imposter Content</b>	When an individual pretends to be someone else, typically a well-known figure, by using their name, image, logo, or other personal details to trick others into believing their content is authentic.
<b>Intimidation</b>	The act of using fear or threats to make another person feel scared, uncomfortable, or powerless. It can happen physically or emotionally.
<b>Keyboard Warrior</b>	Someone who aggressively expresses opinions or argue with others online, often hiding behind a screen instead of confronting issues face-to-face.
<b>Kindness</b>	The act of being friendly, generous, careful and helpful to others.
<b>Malware</b>	A type of harmful software (a program run on computer) that can damage computers, steal information, or take control of devices without permission.
<b>Manipulated Content</b>	Original content that is changed or altered to make it look different from what happened to deceive or create a false context.
<b>Misinformation</b>	False, inaccurate or incomplete information shared, whether or not there is an intention to cause harm.
<b>Misleading Content</b>	Information that tries to make someone believe in something that is not true.
<b>Online Reputation</b>	The way others perceive an individual based on their actions and presence on the internet.
<b>Phishing</b>	A type of online scam that happens when someone tries to trick people into giving away personal information, like passwords or credit card numbers, by pretending to be someone they trust.
<b>Plagiarism</b>	The act of taking credit for someone else's words, ideas, or work by presenting them as one's own, either on purpose or accidentally through failure to properly cite the original source.
<b>Pledge</b>	A promise or commitment to do something or to support a cause.
<b>Privacy</b>	The right to keep certain information about yourself – for example your thoughts, feelings, personal information – safe and just for you and/or the people you choose to share them with.
<b>Productive and Passive Use of Technology</b>	<ul style="list-style-type: none"> <li>• <b>Productive Use:</b> using technology to create, learn, or do something helpful, like studying, working on a project, or learning a new skill.</li> <li>• <b>Passive Use:</b> using technology in a way that does not require much active thinking or doing, like watching videos or scrolling through social media.</li> </ul>
<b>Protect</b>	To keep something or someone safe from harm, danger or damage.
<b>Ransomware</b>	A type of malware that prevents access to a device and the data stored on it and asks for money to unlock them.
<b>Reflection</b>	The process of thinking carefully about something, like an experience or a decision, to understand it better.
<b>Report</b>	To inform someone, like an adult or a trusted authority, about something important or something that is wrong. It could be something harmful, unsafe, or unfair happening online or offline.

<b>Respect</b>	The act of treating or thinking of others with kindness and consideration for their well-being, valuing their thoughts, feelings, and rights, and acknowledging their differences.
<b>Satire or parody</b>	The use of humour, irony, exaggeration, or ridicule to expose and criticise something or someone. They are usually meant to entertain or point out flaws in politics, celebrities, or other topics. However, they can be also used to intentionally spread rumours and conspiracies.
<b>Secure</b>	To make sure something or someone is free from danger, harm or fear.
<b>Security</b>	The state of being protected from threats by keeping your personal information, devices, and accounts safe from people who shouldn't access or harm them.
<b>Social Good</b>	An act that benefits the largest number of people in the largest possible way. It can mean, for example, doing something to help the environment or supporting people in need in a community.
<b>Spyware</b>	A type of malware that secretly collects information from a device without permission.
<b>Suspicious</b>	Something seems odd or not quite right, making people feel unsure or concerned.
<b>Targeted Advertising</b>	When companies use personal data to show ads based on someone's interests, online behaviour, or location.
<b>Troll</b>	A person who posts mean or controversial comments online with the aim to upset people, start arguments, or get attention.
<b>Virus</b>	A type of malware that spreads from one computer or device to another, causing harm, like slowing down performance or damaging files.
<b>Wellbeing</b>	Feeling good, happy, healthy, and safe, both in mind and body.



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