

— JUNIOR CYCLE —  
**DIGITAL MEDIA  
LITERACY**



**DOING DEVELOPMENT  
EDUCATION**

- Citizenship
- Consumerism
- Democracy
- Ethics
- Human Rights & Responsibilities
- Media literacy

CHANGING  
ATTITUDES  
DEVELOPING SKILLS  
GROWING  
KNOWLEDGE

## WHAT IS DEVELOPMENT EDUCATION?

Development Education (DE) is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. DE seeks to engage people in analysis, reflection and action for local and global citizenship and participation. DE is about supporting people in understanding and acting to transform the social, cultural, political and economic structures which affect their lives at personal, community, national and international levels.

### Key components of Development Education:

- Methodologies which are learner-centered and participatory
- Knowledge about how the world works
- Skills of critical thinking, reflection, problem solving, analysis, teamwork
- Values and attitudes of solidarity, respect and empowerment
- Action to effect change for a more just and equal world

*“Development Education encourages young people to think in a global sense. They begin to reflect and appreciate how their life choices can impact another community in another part of the world. As teachers we are given a unique opportunity to help nurture a shift in mindset that will stay with our young people as they develop and grow into the leaders of the future.”*

— Anne Kinsella, St. Joseph’s Secondary School, Rush, Co. Dublin

## THE AIM OF THIS RESOURCE

This resource aims to support teachers of junior cycle Digital Media Literacy to teach through a global justice lens while meeting the requirements laid out in the Digital Media short course specification and in the (2015) Framework for Junior Cycle. It is one of a series of WorldWise Global Schools resources that support teachers in different subject areas to address Development Education-related themes and concepts. The Doing DE resource series enables teachers to challenge their students to look at our world, and our role in making it more just, equitable and sustainable.



## DEVELOPMENT EDUCATION (DE) AND JUNIOR CYCLE DIGITAL MEDIA LITERACY

The rationale for junior cycle Digital Media Literacy recognises that young people are increasingly making and sharing media as a way to ‘communicate and engage with each other and with the wider world’.

### STATEMENTS OF LEARNING

DE contributes to the achievement of all three Statements of Learning mentioned in the junior cycle Digital Media Literacy short course specification, but is most explicitly evident in:

#### Statement of Learning 3:

The student creates, appreciates and critically interprets a wide range of texts.

#### Statement of Learning 24:

The student uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner.

**Doing DE in Digital Media Literacy does not mean doing something extra.**

### WELLBEING

The NCCA (2017) Guidelines for Wellbeing in Junior Cycle identifies six indicators which describe what is important for students’ wellbeing. These indicators are - Active, Responsible, Connected, Resilient, Respected and Aware. Elements of Digital Media Literacy can be integrated into a school’s Wellbeing programme, and through engagement with the short course students can develop across the wellbeing indicators.

### KEY SKILLS

The 8 key skills outlined in the *Framework for Junior Cycle* have much in common with those engendered when a DE approach is employed. DE therefore contributes to the key skill elements articulated in the junior cycle Digital Media Literacy short course specification.

# Key Skills of Junior Cycle



Figure 1: Eight junior cycle key skills with associated key skill elements

# LEARNING OUTCOMES AND ASSESSMENT

This resource supports teachers to take advantage of the opportunities to create rich and layered learning experiences and outcomes for students, supporting ongoing and summative assessment tasks, with opportunities for self- and peer-assessment, as well as opportunities for teachers to give feedback to individual learners.

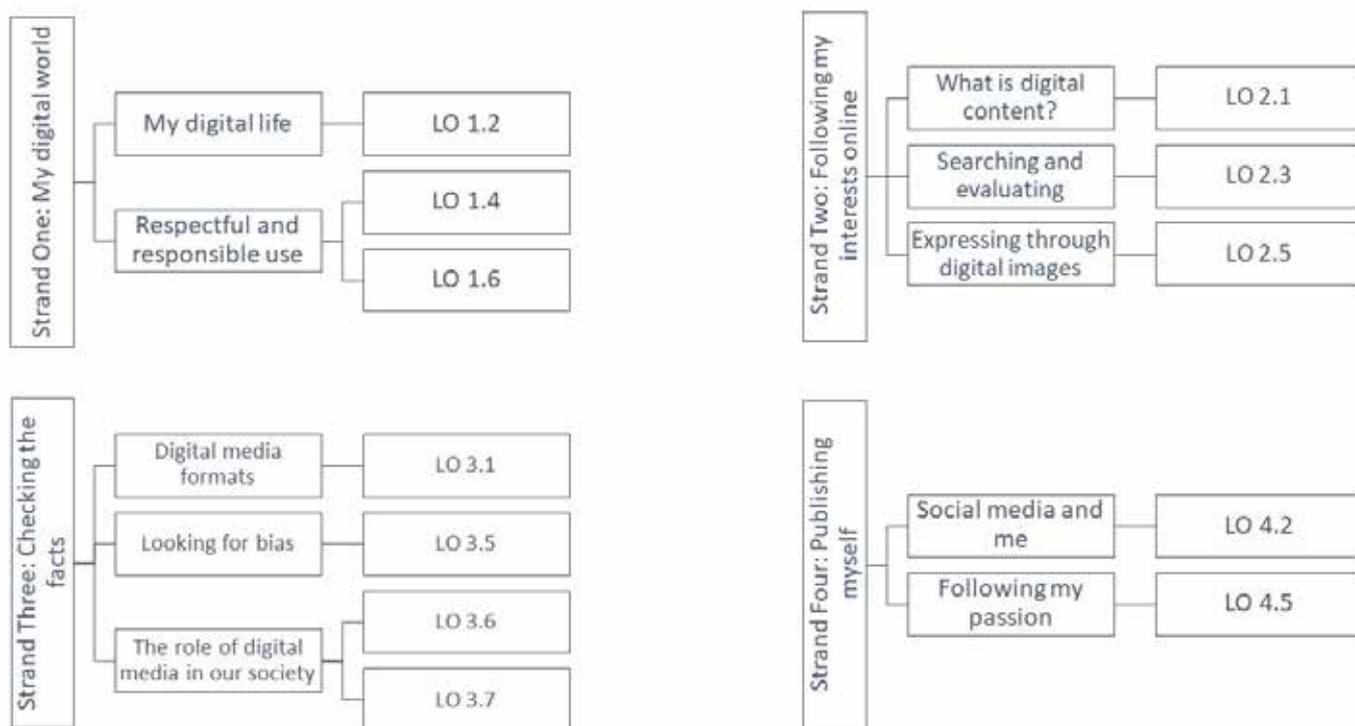


Figure 2: Learning Outcomes Supported in this Resource

## LEARNING OUTCOMES

For the purpose of showing how DE can be embedded in junior cycle Digital Media Literacy, this resource exemplifies a cross-section of twelve learning outcomes (see Figure 2 above). These were chosen to show how DE can support teaching and learning in the four strands:

- Strand One: My digital world
- Strand Two: Following my interests online
- Strand Three: Checking the facts
- Strand Four: Publishing myself

THE TEACHING AND LEARNING ACTIVITIES FLOWING FROM THE TWELVE 'MAIN' LEARNING OUTCOMES IN THIS RESOURCE CAN ALSO FACILITATE STUDENT ACHIEVEMENT IN RELATION TO ADDITIONAL LEARNING OUTCOMES FROM ACROSS THE JUNIOR CYCLE DIGITAL MEDIA LITERACY SHORT COURSE SPECIFICATION.



## RESOURCES - TEXTS – STIMULUS MATERIALS

Digital Media Literacy teachers have complete freedom to choose relevant resources, texts and stimulus materials to support specific learning outcomes. This freedom contributes greatly to the possibilities to embed DE in this short course.



Doing DE in junior cycle Digital Media Literacy lends itself to the completion of the final project for Classroom-Based Assessment. For example, you could support your students to use digital media to present or publish material based on one the following project options:

- Design an online survey (for example, using [www.surveymonkey.com](http://www.surveymonkey.com)) to find out about the levels of awareness about the United Nations Global Goals for Sustainable Development (see page 7), or to find out about the attitudes of the student population to global inequality and poverty. Publish and disseminate the survey findings on a range of appropriate online platforms and in a manner that: demonstrates awareness of the rights of survey participants; and explains the purpose of the survey and the intended audience. The results of the survey should be presented using appropriate visuals/graphics/images, and all stages of planning and research should be clearly documented.
- Research and evaluate two or more online campaigns on development issues (for example, those organized and co-ordinated by non-governmental agencies (NGOs) or charities; government departments; or international agencies like the United Nations). Gather and publish a bank of images/ messages utilized in these campaigns (for example, on [www.flickr.com](http://www.flickr.com)). Reflect on whether these images/messages adhere to the Dochas Code of Conduct on Images and Messages, a set of guiding principles to help show the realities for people living with poverty, while at the same time respecting their dignity.
- Plan, publish and evaluate their own online campaign to raise awareness about a development issue of concern (for example, using [www.weebly.com](http://www.weebly.com) or [www.wordpress.com](http://www.wordpress.com)).

For further information see: NCCA, 2017. Junior cycle Digital Media Literacy short course: Guidelines for the Classroom-Based Assessment. Available: [www.curriculumonline.ie](http://www.curriculumonline.ie)

# RESOURCE STRUCTURE

In the following pages the twelve learning outcomes identified in Figure 2 on page 5 are presented with relevant background information, ideas for activities in the classroom and beyond, and useful links with additional information to support teaching, learning and assessment in Digital Media Literacy classrooms.

MAIN LEARNING OUTCOME (LO)	PAGE NUMBER
LO 1.2	
LO 1.4	
LO 1.6	
LO 2.1	
LO 2.3	
LO 2.5	
LO 3.1	
LO 3.5	
LO 3.6	
LO 3.7	
LO 4.2	
LO 4.5	

There is a Thinking about Global Goals heading in each section, referencing one or more of the United Nations (UN) Global Goals for Sustainable Development. These are a universal set of goals, targets and indicators that UN member states, including Ireland, have committed to use to frame their agendas and policies until 2030. As Digital Media Literacy teachers, you will find the Global Goals very useful in terms of ensuring your students experience teaching and learning which ‘encourages participation, generates engagement and enthusiasm, and connects with life outside the school’ (DES, 2015. Framework for Junior Cycle, page 11).



# STRAND ONE: MY DIGITAL WORLD

## STRAND ELEMENT: MY DIGITAL LIFE



### Main Learning Outcome = 1.2

Students should be able to 'illustrate the advantages and disadvantages of using digital technologies, communication tools and the internet'.



### Background Information:

There is lots of debate and controversy about the pros and cons of digital technologies, communication tools and the internet. Some of the arguments in favour are that participation can increase digital literacy, which is very important in terms of having practical and critical life skills, and so that people can exercise their online rights and responsibilities. Arguments stressing the disadvantage of digital technologies, communication tools and the internet, especially with regards to children and young people, tend to focus on the risks of exposure to pornography, the risk of becoming a victim of online grooming, the risks associated with online privacy and cyber bullying, and the reputation and legacy issues around publishing yourself online.



### Thinking about Global Goals

By 2030...

- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Goal 4)
- Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation (Goal 9)
- Strengthen the means of implementation and revitalise the global partnership for sustainable development (Goal 17)





## Teaching & learning activities

### Debate infographic

Debate the advantages and disadvantages of using digital technologies, communication tools and the internet, either in class or online.

Create an infographic to display the main points arising from this debate.



## Useful Links

### ICT Tools:

- Free online debating website: [debate.org](http://debate.org)
- Free online infographic maker: [canva.com](http://canva.com); [visual.ly](http://visual.ly)

### Background information:

- 'Children and the Internet in Ireland: Research and policy perspectives', by O'Neill, B. & Dinh, T. (2013). Digital Childhoods Working Paper Series (No. 4). Dublin Institute of Technology: <https://arrow.dit.ie/cserrep/22/>
- Examples of infographics: [informationisbeautiful.net](http://informationisbeautiful.net)
- Google Ideas (2013) 'Conflict in a Connected World' video (3.36mins): [www.youtube.com](http://www.youtube.com)

### Complimentary lesson activities:

- Tony Daly et al (2012). Finding our voice: A resource on debating world development: [www.developmenteducation.ie](http://www.developmenteducation.ie)
- Concern Worldwide (2011). Concern Debates handbook: <http://www.developmenteducation.ie>
- Teaching resources on internet safety and good internet practice: <https://www.webwise.ie>



## STRAND ELEMENT: RESPECTFUL AND RESPONSIBLE USE



### Main Learning Outcome = 1.4

Students should be able to 'demonstrate an understanding of respectful use of digital media texts including concepts of copyright, fair use, plagiarism and intellectual property ownership'.



### Background Information

The Dochas Code of Conduct on Images and Messages was developed by non-governmental organisations (NGOs or charities) working in the areas of long term relief, overseas development and development education. The Code is about providing a set of guiding principles to help NGOs to show the realities for people living in poverty, while at the same time respecting their dignity.



### Thinking about Global Goals

By 2030...

Reduce inequality within and among countries (Goal 10)



### Teaching & learning activities:

#### In their shoes audio recording

Imagine a conversation between a small group of friends reacting to the fact that an image of one of the group has been used online in a way that does not adhere to the Dochas Code of Conduct on Images and Messages.

In small groups, write the script of this conversation and audio record the dialogue.

Play the audio for the rest of the class, and respond to any questions they have about your script.



### Useful Links:

#### ICT Tools

- Free apps for recording and editing audio: [vocaroo.com](http://vocaroo.com) or [audacity.sourceforge.net](http://audacity.sourceforge.net)

#### Background information:

- Dochas Code of Conduct on Images and Messages: <http://www.dochas.ie>

#### Complimentary lesson activities:

- Activities on copyright and creative commons: [webwewant.eu](http://webwewant.eu)
- Introductory activities for the Dochas Code of Conduct on Images and Messages included in Africa Centre (2012). Africa Also Smiles: A cross-curricular educational resource about the African continent: [www.developmenteducation.ie](http://www.developmenteducation.ie)

## STRAND ELEMENT: RESPECTFUL AND RESPONSIBLE USE



### Main Learning Outcome = 1.6

Students should be able to 'create a charter of online rights and responsibilities for the class'



### Background Information

The United Nations Convention on the Rights of the Child (UNCRC) contains a number of articles relevant to online rights, for example, the right to privacy (Article 16); the right to an education (Articles 28 & 29); the right to play and recreation (Article 31); and, the right to protection from all forms of sexual exploitation and abuse (Article 34). Participation rights are also especially relevant to a discussion about online rights and responsibilities, for example, Article 12 (the right to be heard in all matters affecting the child), Article 13 (the right to freedom of expression), Article 14 (the right to freedom of thought, conscience and religion), as well as Article 15 (freedom of association and assembly), and Article 17 (the right to information).



### Thinking about Global Goals

By 2030...

- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Goal 4)
- Reduce inequality within and among countries (Goal 10)
- Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels (Goal 16)



### Teaching & learning activities

Discuss the idea that all people are both rights holders (rights) and duty bearers (responsibilities). Create a class charter of online rights and responsibilities, drawing on the school's Acceptable Use Policy (AUP) and the United Nations Convention on the Rights of the Child. Publish your class charter on the school's website.



### Useful Links

**Background information:**

- Child friendly version of the United Nations Convention on the Rights of the Child: [unicef.org](http://unicef.org)
- Tim Berners-Lee (2014) 'A Magna-Carta for the Web', Ted talk (6.43mins): [www.ted.com](http://www.ted.com)

**Complimentary lesson activities:**

Activities about online privacy, rights and responsibilities:

- <https://www.webwise.ie>
- <http://www.webwewant.eu>
- <http://www.thinkb4uclick.ie/>



# STRAND TWO: FOLLOWING MY INTERESTS ONLINE

## STRAND ELEMENT: WHAT IS DIGITAL CONTENT?



### Main Learning Outcome = 2.1

Students should be able to 'analyse the characteristics of digital media texts which make them different from analogue media texts'.



### Background Information

According to the Office of the United Nations High Commissioner for Refugees (UNHCR), 65.6 million people were forcibly displaced from their homes by 2016. This means one in every 113 people on earth is either internally displaced, an asylum seeker or a refugee<sup>1</sup>.

The vast majority of the world's refugees – nine out of 10 – are hosted in countries in the global South, led by Turkey, Pakistan and Lebanon. Half are children, and over half come from just three war-torn countries – Syria, Afghanistan and South Sudan.

<sup>1</sup>An internally displaced person Internally displaced people (IDPs) have not crossed a border to find safety. They are on the run at home. While they may have fled because of war, conflict or persecution, IDPs stay within their own country and remain under the protection of their government, even if that government is the reason for their displacement. As a result, these people are among the most vulnerable in the world.

A refugee is someone who 'owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside their country of nationality and is unable, or owing to such fear, is unwilling to avail him/herself of the protection of that country' (1951 Geneva Convention).

An asylum seeker is a person who has formally applied to live in another state because s/he has a well-founded fear of persecution in his/her country of origin. As long as his/her application is pending s/he remains an asylum seeker. If/when the application for asylum is approved, s/he gains refugee status in the new country.

WHY NOT SUPPORT YOUR STUDENTS TO GO ONLINE AND USE REPUTABLE SOURCES, LIKE THE UNHCR WEBSITE, TO FIND UP-TO-DATE DATA ABOUT PEOPLE WHO ARE FORCIBLY DISPLACED?





## Thinking about Global Goals

- Reduce inequality within and among countries (Goal 10)
- Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels (Goal 16)
- Strengthen the means of implementation and revitalise the global partnership for sustainable development (Goal 17)

10 REDUCED INEQUALITIES



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



17 PARTNERSHIPS FOR THE GOALS



## Teaching & learning activities

### Issues Venn Diagram

Create a venn diagram with two overlapping circles, comparing digital and analogue media reports about a current war or conflict, movement of people, or the direct provision system in Ireland. Take the following characteristics of the reports into account:

1. Information types (i.e. visual, audio and/or written)
2. Effectiveness of message (who, what, when, where, how)
3. Impact on audience



## Useful Links

### ICT Tools:

- Venn diagram worksheet maker: <http://www.teach-nology.com/>

### Background information:

- UNHCR global trends statistics: <http://www.unhcr.org>





## Main Learning Outcome = 2.3

Students should be able to 'search the internet to gather information on a specific topic of interest'.



## Background Information

On 1 January 2016, the 17 Global Goals for Sustainable Development officially came into force. 198 countries, including Ireland, have signed up to the Global Goals. Between now and 2030, these countries have committed to working together to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind.

The Global Goals are universal, meaning that they are a call for action by all countries, poor, rich and middle-income, to promote prosperity while protecting the planet. The Goals recognise that ending poverty must go hand-in-hand with strategies that build economic growth and addresses a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection.

While the Global Goals are not legally binding, governments are expected to take ownership and establish national frameworks for the achievement of the 17 Goals, and they must report on their progress in relation to the achievement of all Goals.



## Thinking about Global Goals





### Teaching & learning activities

#### Search to Wordle to Search

Watch Mat Cutts explain how Google Search works (see Usefull Links below).

Use what you have learned to search the internet for information and data about a Global Goal that you find particularly interesting.

Use your findings to create a Wordle (see Usefull Links below) about your chosen Global Goal.

Compare your completed Wordle with a classmate, identifying key words or phrases which could help to refine your original internet search.



### Useful Links

#### ICT Tools:

- Word cloud creator: [wordle.net](http://wordle.net)

#### Background information:

- United Nations Sustainable Development Goals: <http://www.un.org/sustainabledevelopment>
- Mat Cutts, 2010. 'How search works,' video (3.14 mins): [www.youtube.com](http://www.youtube.com)
- BBC Bitesize. 'How do search engines work?': <https://www.bbc.com/education>

#### Complimentary lesson activities:

- Activities from Google to help students become 'power searchers': [google.com](http://google.com)
- Lesson plans to engage students with the SDGs: [globalgoals.org](http://globalgoals.org)





### Main Learning Outcome = 2.5

Students should be able to 'create a digital image montage from images sourced online'.



### Background Information

Irish development non-governmental organisations or NGOs are civil society groups, supported by the Irish public, and in some cases also supported by government funding.

Some Irish NGOs aim to assist people and communities in countries located in the Global South. They can sometimes operate where governments are not involved, and try to react quickly and efficiently in humanitarian emergencies. At home in Ireland, NGOs raise awareness about the challenges facing people in these countries. They offer ways for Irish people to take action at lots of different levels, for example:

- campaigning on specific issues
- buying FairTrade products
- making financial donations
- volunteering
- participating in public debates and discussions
- linking and collaborating with people from the Global South
- lobbying politicians
- working overseas

Most Irish NGOs have signed up to the Dochas Code of Conduct on Images and Messages and so are committed to showing the realities for people living in poverty, while at the same time respecting their dignity.



### Thinking about Global Goals

#### By 2030...

Strengthen the means of implementation and revitalize the global partnership for sustainable development (Goal 17)



### Teaching & learning activities

#### Captioned Collage

Taking account of copyright, work together to create a collage of images adhering to the Dochas Code and sourced from non-governmental organisations (NGO) websites, captioning the images appropriately.

If you see an NGO image/message that you don't like or you think goes against the Dochas Code of Conduct on Images and Messages, get in touch with the NGO in question, by email or using an appropriate social media platform, offering feedback and making suggestions about how the issue can be resolved.



# STRAND THREE: CHECKING THE FACTS

## STRAND ELEMENT: DIGITAL MEDIA FORMATS



### Main Learning Outcome = 3.1

Students should be able to 'analyse a piece of digital media text to identify the theme, purpose and audience'.



### Background Information

Malala Yousafzai was born in Mingora, in the Swat Valley in Pakistan, on 12 July 1997. Malala went to a school run by her father, Ziauddin Yousafzai. After the Taliban (an extreme Islamic militant group) began attacking girls' schools in Swat, Malala began blogging for the BBC about living with the Taliban's threats to deny girls an education. She spoke out about her right, and the right of all women, to an education. In response, the Taliban issued a death threat against her.

On 9 October 2012, a man boarded her school bus and demanded to know which girl was Malala. Her friends looked toward Malala and the gunman shot her in the head. The shooting left Malala in a critical condition, so she was flown to a military hospital in Peshawar. Later she was transferred to Birmingham (UK), still in a coma. After multiple surgeries she was able to begin attending school in Birmingham in March 2013. Malala founded the Malala Fund, a NGO which works 'for a world where every girl can learn and lead without fear'. In 2014 Malala was awarded the Nobel Peace Prize and donated the \$50,000 prize money to help rebuild 50 schools in Gaza. In 2017, Malala accepted a place at Oxford University to study for a bachelor's degree in philosophy, politics and economics.



### Thinking about Global Goals

#### By 2030...

- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Goal 4)
- Achieve gender equality and empower all women and girls (Goal 5)



### Teaching & learning activities

#### Present like Malala

Watch Malala's 2014 Nobel Prize acceptance (link below). Discuss the speech using the following headings: tone, imagery, relevance to audience, coherence, structure and rhythm, and importance of issues raised.

Write a script and create a short instructional video explaining how to replicate the techniques Malala employed in her speech.



### Useful Links

#### ICT Tools:

- Windows Movie Maker – free downloadable movie editor: <https://www.windows-movie-maker.org/>
- Animated video maker: [www.powtoon.com](http://www.powtoon.com)
- Video maker incorporating photos, videos, music and text: [www.animoto.com](http://www.animoto.com)

## STRAND ELEMENT: LOOKING FOR BIAS



### Main Learning Outcome = 3.5

Students should be able to 'research the ownership of major websites and its impact on access and choice'.



### Background Information

The skills associated with being a digitally literate person are not just about finding or retrieving information, but are also about evaluating and using information critically - that is, transforming information into knowledge. This means asking questions about sources of information, about the interests of those producing the information, questioning the ways that the information represents the world and how it relates to broader social, political and economic forces. In this way the skills of a digitally literate person are the essential skills also associated with Development Education, which encourages learners to: be curious; discuss and debate; think creatively and critically; explore options and alternatives; respect difference; make considered decisions; contribute to making the world a better place; and, reflect on and evaluate their own learning.



### Thinking about Global Goals

By 2030...

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Goal 4)



### Teaching & learning activities

**WWW Consumption doc/xls**

Create and populate a word table or excel sheet with the following column headings:

1. Name of website
2. Frequency (the amount of time you spend per week or month on this site)
3. Owner (who owns/operates this website)
4. Dominant worldview (what - if any - are the political, economic, cultural, social values promoted on this website?)
5. Funding (how is this website funded, i.e. where does the money come from?)



### Useful Links

**ICT Tools:**

- Microsoft Word
- Microsoft Excel





## Main Learning Outcome = 3.6

Students should be able to 'give examples of how digital media texts can support citizenship and inform decision making'.



## Background Information

Social media can play a pivotal role in civil society movements. In Ireland, an example of social media as part of a campaign for social change was evident in the Yes Equality campaign for Marriage Equality – the referendum to change Article 41 of the Bunreacht na hEireann (the Irish constitution), to include the sentence: 'Marriage may be contracted in accordance with law by two persons without distinction as to their sex'.

Elsewhere in the world, digital media has been used to galvanise people against unjust regimes, for example in 2011 during the Arab Spring, when the Egyptian government shut down the Internet a number of times in an attempt to stifle popular protests. In response to this, Google and Twitter developed a voice mail service for Egyptians to leave messages which in turn were posted on Twitter.

Politicians are increasingly using digital media to reach electorates. In 2008, Barack Obama was not just the first African-American person to become the American president, but he was also the first candidate to use digital media as a major part of his campaign strategy.

Non-governmental organisations now routinely employ digital media as part of their campaigns, and young people all over the world are getting involved online to raise awareness about the issues that concern them.



## Thinking about Global Goals

**By 2030...**

Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation (Goal 9)



## Teaching & learning activities

### Digital Poster

Audit an online social, political or environmental campaign about a development or human rights issue of concern to you.

Use your audit findings to create a digital poster to raise awareness about this issue amongst young people in your school, local community or beyond.



## Useful Links

### ICT Tools:

Digital poster makers: [www.canva.com](http://www.canva.com), [www.postermywall.com](http://www.postermywall.com)

### Background information:

- BeLong To Youth Services (2015), 'Marriage Equality: Bring your family with you,' video (1.05 mins): [www.youtube.ie](http://www.youtube.ie)
- Support Marriage Equality (2009), 'Sinead's Hand,' video (1.45 mins): [www.youtube.ie](http://www.youtube.ie)
- Clay Shirky (2009), 'How social media can make history', Ted Talk (15.48 mins): [www.ted.com](http://www.ted.com)
- Infoasaid.org (2011), 'Communication is Aid,' animation (2.22mins): [www.youtube.com](http://www.youtube.com)



## Main Learning Outcome = 3.7

Students should be able to 'critique the role of digital technologies, communication tools, and the internet in a democratic society'.



## Background Information

"Clicktivism" combines the words click and activism and means using the internet to try to bring about social or political change. In recent years the rise of social media platforms like Twitter and Facebook has been an important feature of protest movements for organising large groups of people or to report events as they happen. According to clicktivist.org, "The premise behind clicktivism is that social media allows for quick and easy ways to support an organisation or cause...It is the use of digital media for facilitating social change and activism."

Could the Arab Spring, the Occupy Wall Street or UK Uncut movements have taken place without the power of the social media click? Or does the proliferation of phones and social media spaces mean that activists can fight injustice without having to leave their armchairs? Is 'liking' and 'sharing' sufficient to change policies and practices?

[Adapted from 'Social Media Clicktivism creates more apathy than empathy' - [developmenteducation.ie/debates/clicktivism/](http://developmenteducation.ie/debates/clicktivism/)]



## Thinking about Global Goals

By 2030...

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Goal 4)



## Teaching & learning activities:

### #PenATweet

Read the [deved.ie](http://deved.ie) blog on social media clicktivism (see Useful Links below), and consider the various arguments for and against online activism.

Handwrite a short paragraph giving your opinion about the role of digital technologies, communication tools, and the internet in a democratic society.

Scan or upload a photograph of your paragraph to Twitter using #PenATweet.



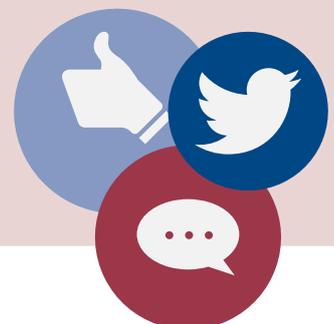
## Useful Links

### ICT Tools:

Twitter is an online social networking service that enables users to send and read short 280-character messages called "tweets": [twitter.com](http://twitter.com)

### Background information:

- Social Media 'Clicktivism' creates more apathy than empathy: <https://developmenteducation.ie/>
- Digital campaigning one click at a time: <http://www.clicktivist.org>



# STRAND FOUR: PUBLISHING MYSELF

## STRAND ELEMENT: SOCIAL MEDIA AND ME



### Main Learning Outcome = 4.2

Students should be able to 'document young people's online rights – the right to information, free expression, protection of minors – and the role of parents, governments and civil society in enforcing their rights'.



### Background Information

*Better Outcomes, Brighter Futures: The national policy framework for children and young people (2015-2020)* articulates a vision for Ireland as 'the best small country in the world in which to grow up and raise a family', a country where 'the rights of all children and young people are respected, protected and fulfilled; where their voices are heard and where they are supported to realise their maximum potential now and in the future.' The Framework lays out five national outcomes, as follows:

Children and young people:

1. are active and healthy, with positive physical and mental wellbeing.
2. are achieving their full potential in all areas of learning and development.
3. are safe and protected from harm.
4. have economic security and opportunity.
5. are connected, respected and contributing to their world



### Thinking about Global Goals

#### By 2030...

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Goal 4)



### Teaching & learning activities

#### Accessing strategy:

Divide into pairs. Access an online version of the *Better Outcomes, Brighter Futures* (see Useful Links below). Skim the executive summary on pages 2-9. Both read the first paragraph, with one person summarising it and the other checking for accuracy and offering prompts. Then take turns reading and orally summarising the remaining paragraphs/sections in the executive summary. Record the objectives which are relevant to the rights of young people online and check Appendix 6 (pages 127-141) to find out who is responsible for delivering these objectives.

*One-third of children who had a computer claimed to have access to the internet without a parent or adult knowing what they were doing. The percentage of children who claimed to have unsupervised access increased with social class and level of mother's education.*

[2009 Growing Up in Ireland: National Longitudinal Study of Children – The lives of 9-year olds]

Participate in a whole class discussion about online freedom of information and expression, and the implications of this for the protection of children and young people. What is the relevant legislation in this area (e.g. Freedom of Information Act 2014)? What does the Irish constitution say about this issue (e.g. fundamental right of freedom of expression)? Who has

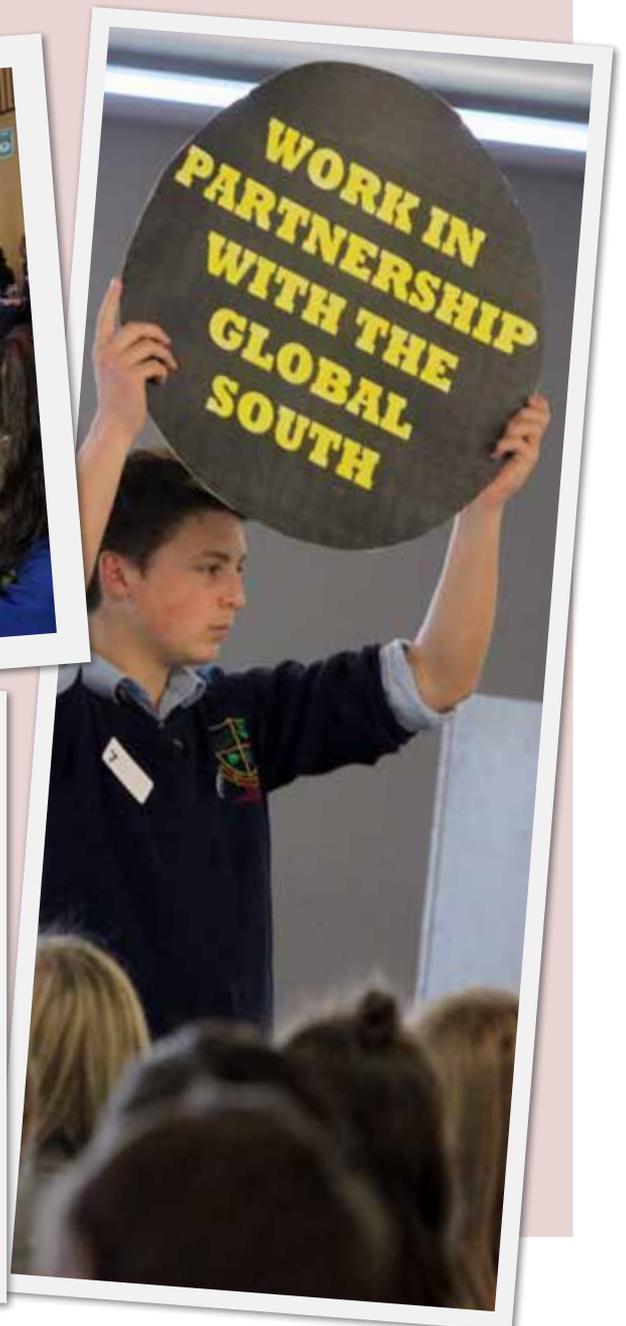
## STRAND ELEMENT: SOCIAL MEDIA AND ME (CONTINUED)

responsibility for protecting young people online? What, if any, value is there in having government policies like the *Better Outcomes, Brighter Futures*? What happens when these rights are abused/denied and/or the law is breached? What is the ideal balance between freedom of information/expression and protection of minors?



### Useful Links

- Better Outcomes, Brighter Futures: The national policy framework for children and young people (2015-2020): [dcya.gov.ie](http://dcya.gov.ie):
- Growing up in Ireland: National longitudinal study of children: [growingup.ie](http://growingup.ie)
- Freedom of Information Act 2014 and Bunreacht na hÉireann (the Irish Constitution): <http://www.irishstatutebook.ie/>





### Main Learning Outcome = 4.7

Students should be able to ‘publish an item online presenting their views on a subject or topic that is relevant to their lives’.



### Background Information

Young people are often very active and effective online. Some, like Rene Silva, have motivated and mobilized others by using digital media to tell their story or raise awareness about issues that concern them. Rene has dedicated himself to fighting negative stereotypes about his favela community in Rio de Janeiro, Brazil. He set up his first newspaper at the age of 11, and live-tweeted a huge military and police operation to “pacify” the Alemão favela where he lived. The shanty towns of Rio de Janeiro have long been seen as violent no-go zones run by armed drug gangs, but Silva now uses social media to publish his online community newspaper and show a more sympathetic, complex and hopeful side to life in the favelas.



### Thinking about Global Goals

End poverty in all its forms everywhere (Goal 1)



### Teaching & learning activities

#### Make change

Be inspired by young people like Rene Silva to think about the world you live in and complete the following sentences:

- ‘It would be great if...’
- ‘Things would be easier if...’
- ‘We could change things if...’

Use your reflections to start an online petition about the things you would like to see changed in our world to make a better future for everyone.



### Useful Links

#### ICT Tools:

- Online petition maker: [change.org](https://change.org)

#### Background information:

- Beyond Malala: Six teenagers changing the world: [theguardian.com](https://theguardian.com)
- Ted Talk playlist (14 talks) by brilliant kids and teens (including social entrepreneurs & social activists): [ted.com](https://ted.com)
- Suas – the ideas collective: <https://www.stand.ie>
- DE in Action: <https://developmenteducation.ie>







# Global Passport Award Programme

JOIN NOW!

The Global Passport Award is a Development Education (DE) quality mark, which offers schools a framework to integrate DE into their teaching and learning.

The Global Passport is a self-assessed and externally-audited accreditation for Development Education that is open to all post-primary schools in the Republic of Ireland.

There are 3 different types of passport you can apply for depending on your school's level of engagement with Development Education (DE):

1. **Citizen's Passport** – for emerging engagement with DE
2. **Diplomatic Passport** - for established engagement with DE
3. **Special Passport** - for exceptional engagement with DE

## WHAT IS INVOLVED?

Rate your school's level of DE activity in 7 categories (passport 'stamps'). The total score achieved in all 7 stamps will determine which of the three passport types is awarded.

## WHAT ARE THE BENEFITS?

- Externally audited DE quality mark for your school
- Validation and recognition for the DE work being done by your school
- Provision of a space for students to explore and take action on local to global issues
- Opportunity to raise your school's profile by showcasing and celebrating DE

## WHAT SUPPORTS ARE OFFERED?

WWGS provides a range of supports to assist schools in undertaking the Global Passport:

- Workshops and support visits
- Phone and email support
- Tailored resources, guides and practical examples on each of the Passport stamps

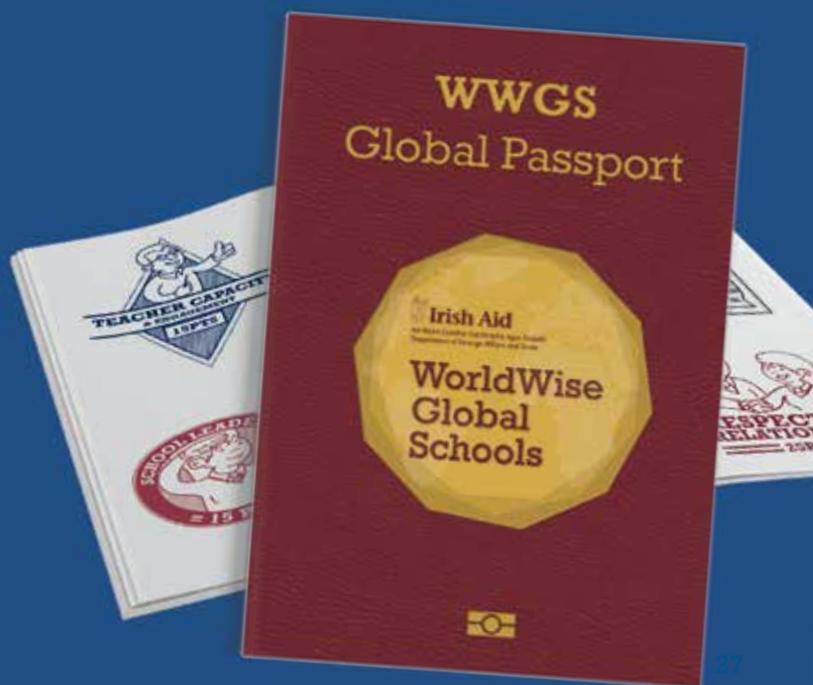
## HOW DO I FIND OUT MORE AND APPLY?

For more information or to get involved please register your interest online or get in touch!

**Website:** [www.worldwiseschools.ie](http://www.worldwiseschools.ie)

**Email:** [global.passport@worldwiseschools.ie](mailto:global.passport@worldwiseschools.ie)

**Call:** 01 5547447



For more information about WorldWise Global Schools and the opportunities the programme offers students, teachers and schools to engage with Development Education – particularly how to apply for our school award, the Global Passport – visit our website [www.worldwiseschools.ie](http://www.worldwiseschools.ie).

For further DE resources and ideas for use in Digital Media classes, visit [developmenteducation.ie](http://developmenteducation.ie) – a searchable, subject specific, age-appropriate, thematic database of DE classroom materials from early childhood upwards.

#### Contact the WWGS team

The WorldWise Global Schools team is available to provide advice, guidance, training and resources for development education in post-primary schools in Ireland.

WorldWise Global Schools, Kingsbridge House, 17-22 Parkgate Street, Dublin 8  
[www.worldwiseschools.ie](http://www.worldwiseschools.ie) | Email. [info@worldwiseschools.ie](mailto:info@worldwiseschools.ie) | Tel. 01 685 2078



*WWGS is being implemented through a consortium comprising Gorta-Self Help Africa, Concern Worldwide and the City of Dublin Education and Training Board Curriculum Development Unit.*

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**CONCERN**  
worldwide

**CDETB**

