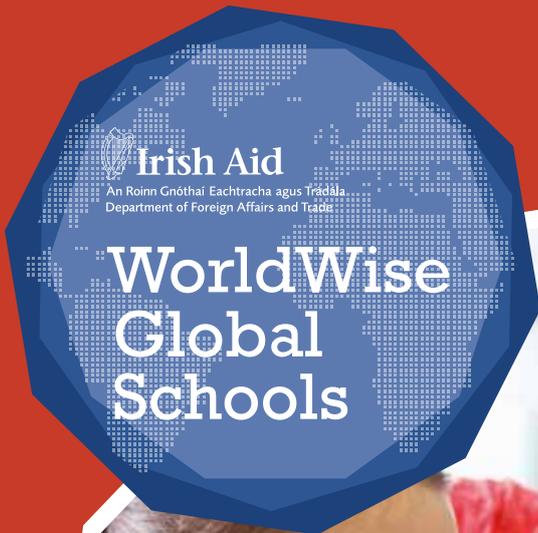


— JUNIOR CYCLE —  
**DIGITAL MEDIA  
LITERACY**



- Climate Change
- Conflict
- Consumerism
- Gender
- Global Citizenship
- Globalisation
- Human Rights
- Inequality
- Perceptions
- Poverty
- Social Justice
- Stereotypes
- Trade
- Sustainable Development

**DOING DEVELOPMENT  
EDUCATION**

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, Lusk, Co. Dublin

## THE AIM OF THIS RESOURCE

Development Education themes, such as ethics, respect, rights and responsibilities, consumerism, citizenship, democracy and the role of the media form part of the learning in the junior cycle Digital Media Literacy Short Course. This resource aims to support Digital Media teachers to teach through a global justice lens, a lens with great educational benefits, which meets the requirements as laid out in the junior cycle Digital Media Literacy specification, and in the (2015) Framework for Junior Cycle.



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

DE is implicit in the junior cycle Digital Media Literacy short course specification. The rationale section of the specification 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 through Digital Media is most evident in:

#### 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 - because of the contemporary and digital nature of much of the text relating to DE issues.

#### Statement of Learning 3:

The student creates, appreciates and critically interprets a wide range of texts - because of the focus of DE on skills such as analysis, critical thinking, problem solving and reflection.

### KEY SKILLS

The 8 Key Skills outlined in the new junior cycle framework have much in common with the key skills that DE incorporates. DE 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.

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

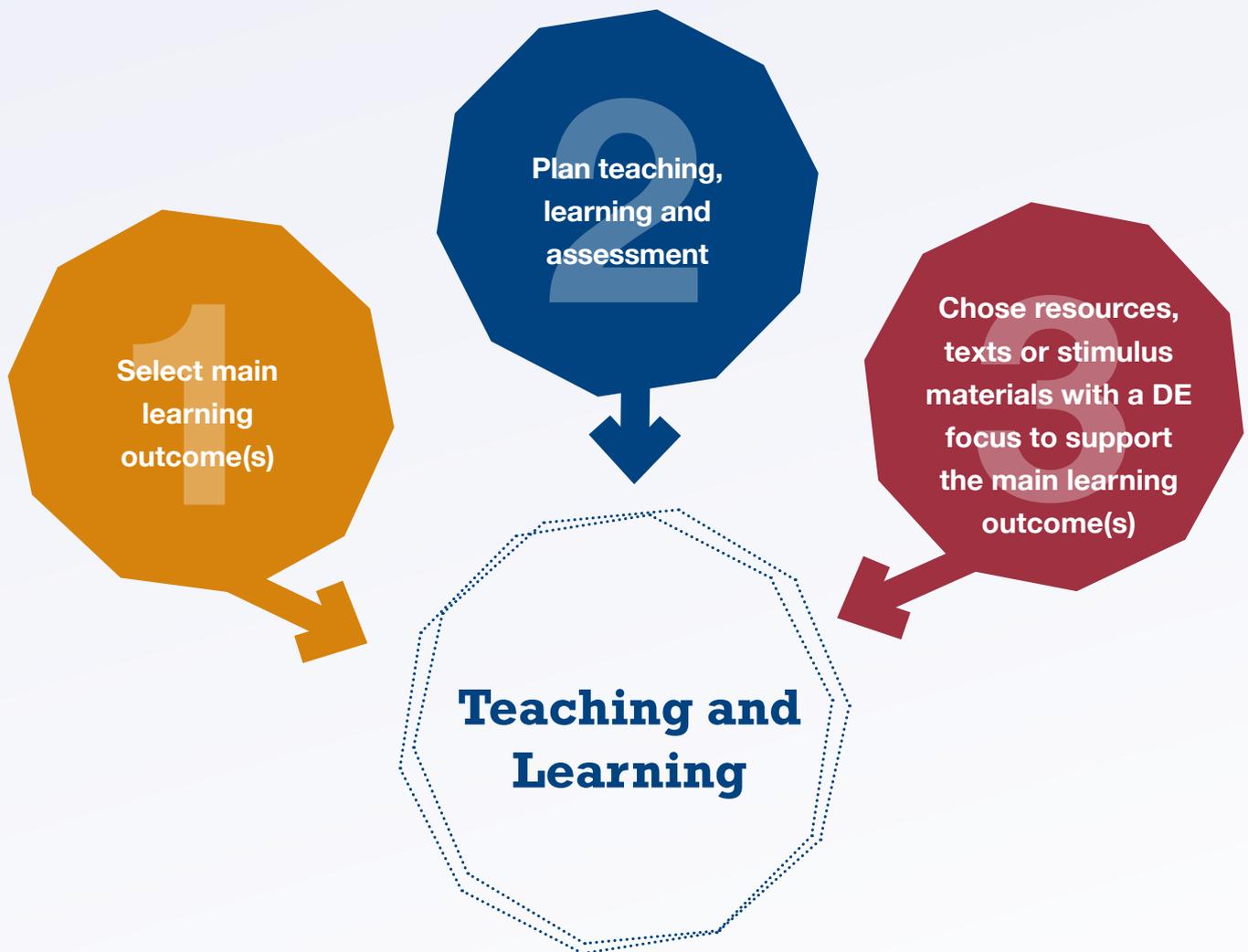
Rather it is a way of teaching and learning through a global justice lens, a lens with great educational benefits, which meets the requirements as laid out in the specification.

### WELLBEING

As stated in the junior cycle framework (2015), wellbeing is a principle of junior cycle education and also a curricular area. Wellbeing contributes to students’ physical, mental, emotional and social wellbeing and resilience, and is about young people feeling ‘confident, healthy, happy and connected.’ The Digital Media Literacy short course can contribute to a school’s wellbeing programme, through learning outcomes which are explicitly linked to wellbeing (i.e. those that focus on rights and responsibilities, and online citizenship), and also through learning outcomes where the ‘social wellbeing’ or ‘connected’ aspect of wellbeing may be less evident, but teaching and learning occurs through a global lens.

# DE AND JUNIOR CYCLE DIGITAL MEDIA LITERACY

This resource supports junior cycle Digital Media Literacy teachers – those starting out on their DE journey, as well as the more experienced DE teacher – to take advantage of the myriad of opportunities to create rich learning experiences for students.



## LEARNING OUTCOMES

DE can be integrated and add value to many of the learning outcomes articulated in the four strands of the Digital Media Literacy specification. For the purposes of showing how DE can be embedded across the entire short course, a cross-section of 12 learning outcomes, at least one from each of the strand elements, are treated as ‘main’ learning outcomes in this resource.

## 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 learning in this short course

## Assessment

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

The DE aspects of junior cycle Digital Media Literacy also lend themselves to the completion of classroom-based assessment tasks. For example, your learners might decide to:

### OPTION 1

Design an online survey (for example using [www.surveymonkey.com](http://www.surveymonkey.com)) to find out about the levels of awareness about the Sustainable Development Goals (SDGs), or attitudes to global inequality and poverty amongst young people in the school. Publish the results of this survey, demonstrating awareness of the rights of survey participants, the purpose of the survey, the intended audience, and accessing different platforms to disseminate the information. The results of the survey should be presented using appropriate visuals/graphics/images and all stages of planning and research should be clearly documented.

### OPTION 2

Research and evaluate an online campaign on a development issue, presenting a bank of images/messages (for example on [www.flickr.com](http://www.flickr.com)) adhering 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), and documenting all stages of planning and research.

### OPTION 3

Plan, publish and evaluate their own online campaign to raise awareness about a development issue of concern to them (for example, using [www.weebly.com](http://www.weebly.com) or [www.wordpress.com](http://www.wordpress.com) – free website builders).

### OPTION 4

Reflect and comment on their experience of engaging with and communicating through online activity (for example, using [www.onenote.com](http://www.onenote.com) – a free 3-ring binder in digital form, or by blogging using [kidblog.org](http://kidblog.org)) by choosing a development issue and evaluating digital or online activity relating to this issue under the heading of ‘leadership for digital citizenship’: commenting on the ethical/legal issues arising from relevant digital media texts; reflecting on any attitudinal, opinion or behavioural change as a result of engagement with this issue; and, also commenting on the importance of this development issue for young people in Ireland and elsewhere.



# 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 are also important so that people can exercise their online rights and responsibilities. Arguments stressing the disadvantage of digital tools, especially with regards to children and young people, tend to focus around the risks of exposure to pornography, the risk of becoming a victim of online grooming, or the risk of cyber bullying.



### DE Teaching & Learning Activities:

#### Debate infographic

1. Debate the advantages and disadvantages of using digital technologies, communication tools and the internet either in class or online.
2. Create an infographic to display the main points arising from this debate.



### Useful Links:

#### ICT Tools:

- Free online community to debate online: [debate.org](http://debate.org)
- Free online infographic maker: [canva.com](http://canva.com)
- Free online infographic maker: [visual.ly](http://visual.ly)
- Free online infographic maker: [piktochart.com](http://piktochart.com)

#### 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. Available: [arrow.dit.ie/cgi/viewcontent.cgi?article=1032&context=aaschmedcon](http://arrow.dit.ie/cgi/viewcontent.cgi?article=1032&context=aaschmedcon)
- Google Ideas (2013) 'Conflict in a Connected World': [youtube.com/watch?v=9kUDUxS6ZYw](https://www.youtube.com/watch?v=9kUDUxS6ZYw) (video – 3.36 mins)
- Examples of infographics: [informationisbeautiful.net](http://informationisbeautiful.net)

#### Complimentary lesson activities:

- Helpful research and preparation tools for debates: [developmenteducation.ie](http://developmenteducation.ie)  
Finding our voice, by Daly, T. et al (2012), a resource on debating world development. Concern Worldwide/80:20, Dublin. Available from: [resources@concern.net](mailto:resources@concern.net)
- Teaching resources on internet safety and good internet practice are available at: [www.webwise.ie/teachers/resources](http://www.webwise.ie/teachers/resources)

## STRAND ELEMENT: RESPECTFUL AND RESPONSIBLE USE



### Main Learning Outcome = 1.5

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) 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.



### DE Teaching & Learning Activities:

#### In their shoes audio recording

1. 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 Images and Messages.
2. Work together in small groups to write the script of this conversation and audio record the dialogue.
3. 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/websites for recording and editing audio:

- [vocaroo.com](http://vocaroo.com)
- [audacity.sourceforge.net](http://audacity.sourceforge.net)

#### Background information: Dochas Code of Conduct on Images and Messages:

- [dochas.ie/sites/default/files/Images\\_and\\_Messages.pdf](http://dochas.ie/sites/default/files/Images_and_Messages.pdf)
- [youtube.com/watch?v=R7axxIPq4IQ](https://www.youtube.com/watch?v=R7axxIPq4IQ) (video: 2.26 mins)

#### Complimentary lesson activities:

- Activities on copyright and creative commons are available at: [webwewant.eu/web/guest/artist\\_in\\_you](http://webwewant.eu/web/guest/artist_in_you)
- Introductory activities for the Dochas Code of Conduct on Images and Messages are available at: [developmenteducation.ie/media/documents/Africa%20also%20smiles\\_educational\\_resource.pdf](http://developmenteducation.ie/media/documents/Africa%20also%20smiles_educational_resource.pdf)

## STRAND ELEMENT: RESPECTFUL AND RESPONSIBLE USE



### Main Learning Outcome = 1.7

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 protection from all forms of sexual exploitation and abuse (Article 34); the right to privacy (Article 16); the right to an education (Articles 28 and 29), and to play and recreation (Article 31). 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) which encapsulates the variety of ways media and information play a role in the lives of children and young people.



### DE Teaching & Learning Activities:

#### Charter of online rights and responsibilities

1. Create a class charter of online rights and responsibilities, drawing on the school's access user policy (AUP) and the United Nations Convention on the Rights of the Child.
2. Publish your class charter on the school's website.



### Useful Links:

#### ICT Tools:

- Child friendly version of the United Nations Convention on the Rights of the Child: [unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf](https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf)
- Building a Magna Carta for the Digital Age: [bl.uk/my-digital-rights/videos/magna-carta-for-the-digital-age](https://www.bl.uk/my-digital-rights/videos/magna-carta-for-the-digital-age) (video – 1.53 mins)
- 'I am a Pirate!' TedX Talk, by Rick Falkvinge: [ted.com/talks/rick\\_falkvinge\\_i\\_am\\_a\\_pirate](https://www.ted.com/talks/rick_falkvinge_i_am_a_pirate) (watch 4.30-7.50 mins – freedom of speech)

#### Complimentary lesson activities:

Activities about online privacy, rights and responsibilities are available at:

- [webwewant.eu/web/guest/rights](https://www.webwewant.eu/web/guest/rights)
- [thinkb4uclick.ie](https://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 UN High Commissioner for Refugees (UNHCR) the number of people forcibly displaced in 2014 was a staggering 59.5 million people, over half of whom are children. This means that one in **every 122 humans is now either a refugee, internally displaced, or seeking asylum**. If this were the population of a country, it would be the world's 24th largest. This unprecedented surge in the movement of people is largely a result of wars, conflict and persecution.

Since 1999, at least 15 conflicts have erupted or reignited. In Africa, the outbursts of hostilities, many of which are sectarian in nature, have consumed 8 countries, including Côte d'Ivoire, the Central African Republic, Libya, Mali, northeastern Nigeria, the Democratic Republic of the Congo, South Sudan and Burundi. In the Middle East, Syria, Iraq and Yemen are experiencing conflicts. Sea crossings from the Middle East and North Africa to Europe have surged, while in the Ukraine, more than 1.3 million people have been displaced. In Asia, meanwhile, the unresolved tensions in Kyrgyzstan and in several areas of Myanmar and Pakistan, have together forced **9 million people** to move internally and across national borders.



### DE Teaching & Learning Activities:

#### Issues Venn Diagram

Create a venn diagram comparing digital and analogue media text about a conflict or the movement of people resulting from a conflict, taking the following characteristics of the texts into account:

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



### Useful Links:

#### ICT Tools:

- [teach-nology.com/web\\_tools/graphic\\_org/venn\\_diagrams/](http://teach-nology.com/web_tools/graphic_org/venn_diagrams/)

#### Background information:

- UNHCR (2014) World at War: Global trends – forced displacement in 2014: [unhcr.org/556725e69.html#\\_ga=1.225701913.2095888809.1417795315](http://unhcr.org/556725e69.html#_ga=1.225701913.2095888809.1417795315)
- Google Earth satellite images of Sudan (clicking on icons of flames, tents and cameras provide additional information and images about the conflict): [earth.google.com/outreach/cs\\_darfur.html](http://earth.google.com/outreach/cs_darfur.html) and [ushmm.org/learn/mapping-initiatives/crisis-in-darfur](http://ushmm.org/learn/mapping-initiatives/crisis-in-darfur)
- 'The Destruction of a Nation: Syria's War revealed in satellite imagery,' Time magazine online: [world.time.com/2013/03/15/the-destruction-of-a-nation-syrias-war-revealed-in-satellite-imagery/](http://world.time.com/2013/03/15/the-destruction-of-a-nation-syrias-war-revealed-in-satellite-imagery/)
- 'Migrant shipwreck: one child's journey from Somalia to the shores of Italy': [theguardian.com/world/2015/apr/21/migrant-shipwreck-child-somalia-italy-mediterranean](http://theguardian.com/world/2015/apr/21/migrant-shipwreck-child-somalia-italy-mediterranean)

## STRAND ELEMENT: SEARCHING AND EVALUATING



### Main Learning Outcome = 2.4

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



### Background Information:

The Sustainable Development Goals (SDGs) are a universal set of goals, targets and indicators that UN member states will be expected to use to frame their agendas and political policies from 2015 until 2030. The SDGs follow, and expand on, the Millennium Development Goals (MDGs), which were agreed by governments in 2000, and expired at the end of 2015.



### DE Teaching & Learning Activities:

#### Search to Wordle to Search

1. Search the internet to look for information and data about a specific development issue related to the SDGs. This could include: poverty, hunger, well-being, education, gender equality, water and sanitation, affordable and sustainable energy, decent work, technology to benefit all, inequality, safe cities and communities, consumption, climate change, protection of the oceans, taking care of the earth, living in peace, or working together to achieve international development targets.
2. Use your findings to create a Wordle to inspire a list of combinations of keywords or terms to help someone else in the class carry out online research about your development issue.



### Useful Links:

#### ICT Tools:

- Wordle is a free app to help you create 'word clouds' from text you either generate yourself or import from another source: [wordle.net](http://wordle.net)

#### Background information:

- Sustainable Development Goals (SDGs):  
[theguardian.com/global-development/sustainable-development-goals](http://theguardian.com/global-development/sustainable-development-goals)
- 'How Search Works' by Mat Cutts:  
[youtube.com/watch?v=BNHR6IQJGZs](https://www.youtube.com/watch?v=BNHR6IQJGZs) (video – 3.14 mins)

#### Complimentary lesson activities:

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



## STRAND ELEMENT: EXPRESSING THROUGH DIGITAL IMAGES



### Main Learning Outcome = 2.7

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



### Background Information:

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

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

- from campaigning to buying FairTrade products
- from offering financial support to volunteering
- from public debating to linking with people from other countries and cultures
- from lobbying politicians to 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.



### DE 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.

**NB:** If you see an image/message by an NGO that you don't like or you think goes against the Dochas Code of Conduct on Images and Messages go to

[https://www.facebook.com/notes/d%C3%B3chas/dont-like-ngo-ad-do-something-about-it/904737396235131?utm\\_content=buffer468e6&utm\\_medium=social&utm\\_source=twitter.com&utm\\_campaign=buffer](https://www.facebook.com/notes/d%C3%B3chas/dont-like-ngo-ad-do-something-about-it/904737396235131?utm_content=buffer468e6&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer) for a list of actions you can take.



### Useful Links:

#### ICT Tools:

- [fotor.com](http://fotor.com)
- [pizap.com](http://pizap.com)

#### Background information:

- Irish non-governmental organisations: [dochas.ie/pages/resources/documents/ngos.pdf](http://dochas.ie/pages/resources/documents/ngos.pdf)
- Dochas Code of Conduct on Images and Messages:
  1. [dochas.ie/sites/default/files/Images\\_and\\_Messages.pdf](http://dochas.ie/sites/default/files/Images_and_Messages.pdf)
  2. [youtube.com/watch?v=R7axxIPq4IQ](https://youtube.com/watch?v=R7axxIPq4IQ) (video: 2.26 mins)

# STRAND THREE: CHECKING THE FACTS

## STRAND ELEMENT: DIGITAL MEDIA FORMATS



### Main Learning Outcome = 3.2

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 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 bus from school 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. In 2014 Malala was awarded the Nobel Peace Prize and donated the \$50,000 prize money to help rebuild 50 schools in Gaza.



### DE Teaching & Learning Activities:

#### Present like Malala

1. Discuss Malala's speech under the following headings: tone, imagery, relevance to audience, coherence, structure and rhythm, and importance of issues raised.
2. Write the script and record a short instructional video explaining how to replicate the techniques Malala employed in her Nobel Prize acceptance speech.



### Useful Links:

#### ICT Tools:

Video on mobile phones:

- Windows Movie Maker 12 – free downloadable movie editor: [windows.microsoft.com/en-ie/windows-live/movie-maker](http://windows.microsoft.com/en-ie/windows-live/movie-maker)
- PowToon – online presentation software tool for animated video explainers: [powtoon.com](http://powtoon.com)
- Animoto – presentations incorporating images, video clips, music and text: [animoto.com](http://animoto.com)

## STRAND ELEMENT: LOOKING FOR BIAS



### Main Learning Outcome = 3.6

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.



### DE 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 looking at this site)
3. Owner (who owns/operates this website)
4. Dominant worldview (what - if any - are the political, economic, cultural, social values espoused on this website?)
5. Funding (how is this website funded, where does the money come from?)



### Useful Links:

#### ICT Tools:

Microsoft Word  
Microsoft Excel

#### Background information:

- Top 500 global websites (searchable database): [alexa.com/topsites](https://www.alexa.com/topsites)
- 'Who owns the internet?', by Johnathan Strickland:  
[computer.howstuffworks.com/internet/basics/who-owns-internet1.htm](http://computer.howstuffworks.com/internet/basics/who-owns-internet1.htm)

## STRAND ELEMENT: THE ROLE OF DIGITAL MEDIA IN OUR SOCIETY



### Main Learning Outcome = 3.8

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 alter the words of Article 41 of the Bunreacht na hEireann (the Irish constitution).

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.



### DE Teaching & Learning Activities:

#### Digital Poster

1. Audit an online social, political or environmental campaign about a development or human rights issue of concern to you.
2. 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:

Create and customise your own posters:  
[postermwall.com](http://postermwall.com)

#### Background information:

- 'Why My Family is Voting YES to Marriage Equality', by Mary McAleese, Former President of Ireland: [youtube.com/watch?v=y7laFwqGlvE](https://www.youtube.com/watch?v=y7laFwqGlvE) (video 24.08 mins)
- 'Marriage Equality: Bring your family with you': [youtube.com/watch?v=AkwYEHjjZhs](https://www.youtube.com/watch?v=AkwYEHjjZhs) (video 2.22 mins)
- 'Sinead's Hand': [youtube.com/watch?v=ganRbr-WBil](https://www.youtube.com/watch?v=ganRbr-WBil) (video 1.45 mins)
- 'How social media can make history', by Clay Shirky (2009): [ted.com/talks/clay\\_shirky\\_how\\_cellphones\\_twitter\\_facebook\\_can\\_make\\_history#t-65399](https://www.ted.com/talks/clay_shirky_how_cellphones_twitter_facebook_can_make_history#t-65399) (video 15.48 mins)
- 'Communication is Aid' - The importance of communication for human rights: [visual.ly/communication-aid-natural-disasters-communities-network](https://www.visual.ly/communication-aid-natural-disasters-communities-network) (video 2.22 mins)

## STRAND ELEMENT: THE ROLE OF DIGITAL MEDIA IN OUR SOCIETY



### Main Learning Outcome = 3.9

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 Clickivism creates more apathy than empathy' - [developmenteducation.ie/debates/clicktivism/](http://developmenteducation.ie/debates/clicktivism/)]



### DE Teaching & Learning Activities:

#### #PenATweet

1. Handwrite a short paragraph stating your opinion about the role of digital technologies, communication tools, and the internet in a democratic society.
2. Scan or upload a photograph of your handwritten tweet using #PenATweet.



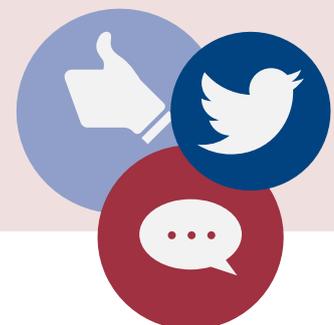
### Useful Links:

#### ICT Tools:

Twitter is an online social networking service that enables users to send and read short 140-character messages called "tweets": [twitter.com](http://twitter.com)

#### Background information:

- Social Media 'Clicktivism' creates more apathy than empathy: [developmenteducation.ie/debates/clicktivism/](http://developmenteducation.ie/debates/clicktivism/)
- Global internet access statistics: [internetworkworldstats.com/stats1.htm](http://internetworkworldstats.com/stats1.htm)
- Speech on internet freedom by Hillary Clinton: [state.gov/secretary/20092013clinton/rm/2010/01/135519.htm](http://state.gov/secretary/20092013clinton/rm/2010/01/135519.htm)



# 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:

The National Youth Strategy (2015-2020) aims to enable all young people (aged 10-19 years) to realise their maximum potential, by respecting their rights and hearing their voices, while protecting and supporting them as they transition from childhood to adulthood.

There are five main outcome areas in the Strategy, with government, state agencies and other stakeholders responsible for achieving objectives under each one:

1. Active and healthy, physical and mental well-being
2. Achieving full potential in all areas of learning and development
3. Safe and protected from harm
4. Economic security and opportunity
5. Connected, respected and contributing to their world



### DE Teaching & Learning Activities:

#### Accessing strategy: Discuss the following finding from a study of children growing up in Ireland:

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]

Divide into pairs. Access an online version of the National Youth Strategy (2015-2020, see link below). Skim the executive summary – pages 11-16. 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 the names of those who have responsibility to deliver these objectives.

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 constitution say about this issue (e.g. fundamental right of freedom of expression)? Who has responsibility for protecting young people online? What, if any, value is there in having government policies like the National Youth Strategy? 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?

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



### Useful Links:

- National Youth Strategy (2015-2020): [dcya.gov.ie/documents/publications/20151008NatYouthStrat2015to2020.pdf](https://dcya.gov.ie/documents/publications/20151008NatYouthStrat2015to2020.pdf)
- Growing up in Ireland: National longitudinal study of children: [growingup.ie](https://growingup.ie)
- Freedom of Information Act 2014 and Bunreacht na hEireann (the Irish Constitution): [citizensinformation.ie/en/government\\_in\\_ireland/irish\\_constitution\\_1/](https://citizensinformation.ie/en/government_in_ireland/irish_constitution_1/)



## STRAND ELEMENT: FOLLOWING MY PASSION



### 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 live in the favelas.



### DE 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/world/2013/oct/18/teenagers-changing-world-malala-yousafzai](https://theguardian.com/world/2013/oct/18/teenagers-changing-world-malala-yousafzai)
- Ted Talk playlist (14 talks) by brilliant kids and teens (including social entrepreneurs & social activists): [ted.com/playlists/129/ted\\_under\\_20](https://ted.com/playlists/129/ted_under_20)
- Suas – the ideas collective: [stand.ie/ideas/](https://stand.ie/ideas/)
- DE in Action: [developmenteducation.ie/features/de-in-action/](https://developmenteducation.ie/features/de-in-action/)





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

For further DE resources and ideas for use in Digital Media Literacy 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** | **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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