

# Appendices



# Appendix 1

## Sample Ground Rules

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

- NO.1** Show respect to everyone.
- NO.2** Give everyone a chance to speak.
- NO.3** Listen actively and attentively to everyone.
- NO.4** What is shared in class, stays in class. Ask for clarification if you are confused.
- NO.5** Do not interrupt one another. Challenge one another, but do so respectfully. Critique ideas, not people.
- NO.6** Do not offer opinions without supporting evidence.
- NO.7** Avoid put-downs (even humorous ones).
- NO.8** Take responsibility for the quality of the discussion.
- NO.9** Build on one another's comments; work towards shared understanding.
- NO.10** Always have materials needed for class in front of you.
- NO.11** Do not monopolise discussions. Use I statements: I think, I feel, I believe.
- NO.12** Don't give examples of your own experience or examples of what has happened to others.
- NO.13** Everyone has the freedom to change their opinion based on reflective discussion.
- NO.14** If you are offended by anything said during discussion, acknowledge it immediately.

### Leading class discussions

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

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

### Sample Questions that help provoke discussion

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

# Appendix 2

## Additional Resources

### BBC iReporter

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

[www.bbc.co.uk/teach/young-reporter/ireporter-guidance-for-teachers/zbb3hcw/](http://www.bbc.co.uk/teach/young-reporter/ireporter-guidance-for-teachers/zbb3hcw/)

### BBC Young Reporter

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

[www.bbc.co.uk/academy/en/collections/youngreporter#](http://www.bbc.co.uk/academy/en/collections/youngreporter#)

### Be Media Smart

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

[www.bemediasmart.ie](http://www.bemediasmart.ie)

### Cloud Control

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

[www.rte.ie/learn](http://www.rte.ie/learn)

### Childnet Digital Resilience

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

[www.childnet.com/resources/digital-resilience](http://www.childnet.com/resources/digital-resilience)

### CompSci.ie

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

[www.compsci.ie](http://www.compsci.ie)

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

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

[www.dataprotection.ie/en/news-media/know-your-rights-and-have-your-say-stream-two-dpcs-public-consultation-processing](http://www.dataprotection.ie/en/news-media/know-your-rights-and-have-your-say-stream-two-dpcs-public-consultation-processing)

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### Digital Citizenship Education Handbook

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

[rm.coe.int/digital-citizenship-education-handbook/168093586f](http://rm.coe.int/digital-citizenship-education-handbook/168093586f)

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### Scoilnet

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

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

[www.scoilnet.ie](http://www.scoilnet.ie)

### The UP2US Anti-Bullying Kit

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

[www.webwise.ie/up2us-2](http://www.webwise.ie/up2us-2)

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### The Yes Project

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

[www.esafety.gov.au/education-resources/classroom-resources/yes-project](http://www.esafety.gov.au/education-resources/classroom-resources/yes-project)

# Appendix 3

## Reflection Worksheet

### 3-2-1 Reflection Activity

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

**Three:** record three things you learned.

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

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

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

# Appendix 4

## Glossary of Terms

### App:

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

### Algorithm:

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

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

### Big Data:

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

### Cookies:

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

### Clickbait:

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

### Data:

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

### Deepfakes:

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

### Digital Resilience:

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

### Digital Stress:

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

### False Information:

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

### Filter Bubble:

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

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### **General Data Protection Regulation (GDPR):**

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

### **Influencer:**

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

### **Personal Data:**

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

### **Platform:**

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

### **Targeted Advertising:**

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



# 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'.



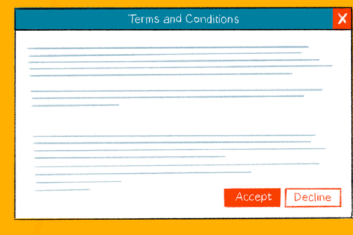
## YOU HAVE THE RIGHT TO BE SAFE

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 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.



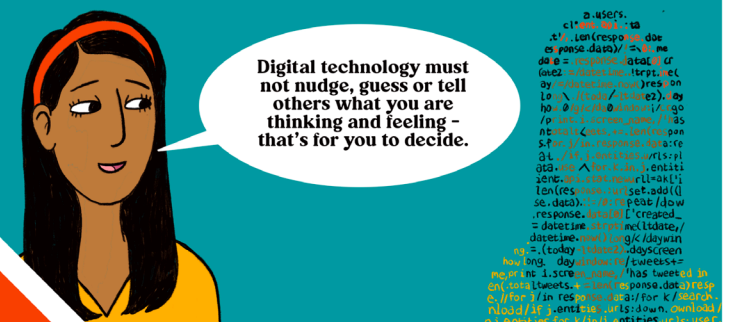
## YOU HAVE THE RIGHT TO BE HEARD

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.



# Appendix 6

## Reflection Worksheet

Minimise any false information you may encounter online by using effective search techniques. Use these 5 key tips when researching online for school projects, tasks or assignments.

### 1 Think before you begin

Rewrite the description of a task in your own words, before you begin your research. This will force you to understand it and make it much more likely that you'll be able to identify what is helpful when you see it.

Then, brainstorm and make a list of key search terms, using mostly nouns, rather than verbs.

Create a series of terms that you can search in combinations of two, three or more.

When you find a good search result, look at the most important words in it, and add them to your keyword list. Try a series of keyword combinations.

Also, keep track of the sources you review.

### 2 Where to start your search

Don't rely on search engines such as Google, Bing, Yahoo, etc. to do all the research for you.

The internet is not always the best place to start; trusted sources such as Worldbook Online may help you find credible information you need more quickly than any search engine will.

You must carefully select your sources and state which ones you used.

You could also try several search engines to research information. There is more than one.

### 3 Dig Deep

When looking at search results, dig deep – don't stop at the first page!

Many websites rank high in search engines for reasons that have nothing to do with the quality of their content.

Professionals and academics don't optimise their content for search engines, so it usually does not appear at the top.

### 4 Make search engines work for you

Useful search functions can help to empower pupils to search more effectively for information related to their topic.

- Search using combinations of several keywords
- The use of quotation marks around the search keywords will ensure that search results for these terms are returned in the order they were entered.
- Learn the AROUND function i.e. "Kennedy" AROUND(10) "moon" and the top results will be ones in which Kennedy appears within ten words of moon.
- You can find a particular type of file by adding in the file type into the search engine, for example, if you want to find a PowerPoint presentation you can add 'PPT' after the search word in your search engine.

### 5 Find and use primary sources

Think of primary sources such as newspaper and magazine accounts, letters, diaries, films, photographs and other documents written or recorded at the time of the event as "eye-witness accounts" which are generally more reliable than second-hand information.