Cloud Control

A Classroom Resource

CSPE, SPHE & Digital Media Literacy (Short Course)
INTRODUCTION

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.

JCT is a dedicated continuing professional development (CPD) support service of the Department of Education and Skills. Junior Cycle for Teachers aims to inspire, support and empower teachers in the transformation of junior cycle education in Ireland.

The Broadcasting Authority of Ireland (BAI) is the content regulator for Irish broadcasting services. The BAI has a range of functions including licensing, monitoring, developing Codes and Rules and supporting sectoral development. In addition, it provides production funding for high quality programming on Irish culture, heritage and experience using funds collected through the television licence fee. The BAI is committed to increasing the availability of this content to Irish audiences and these dedicated junior cycle resources support it in achieving this objective.

This resource is one outcome of a larger initiative to bring high-quality Irish production into classrooms to support learning and foster the development of essential media literacy skills in young people. The resources created are not designed to be used in a linear fashion, but rather to support the creation of learning experiences that work for individual schools in their individual contexts.

As you explore this resource, you may identify potential links with other subjects and potential to explore these topics in other areas of learning within junior cycle. Throughout the resource, links to the relevant extracts from Cloud Control have been provided and the full documentary is available on RTÉ Learn. Please let us know your experience of using these resources on social media via @JCforTeachers and @BAItweets.
WELLBEING IN JUNIOR CYCLE

The Framework for Junior Cycle (2015) provides for a new area of learning at junior cycle called Wellbeing. Wellbeing will cross the three years of junior cycle and build on substantial work already taking place in schools in support of students’ wellbeing. This area of learning will make the school’s culture and ethos and commitment to wellbeing visible to students. It will include learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It will enable students to build life skills and develop a strong sense of connectedness to their school and to their community.

The Framework for Junior Cycle is underpinned by eight principles that inform the development and implementation of junior cycle programmes in all schools. All of these principles are important in supporting the student experience of wellbeing in junior cycle. These principles are outlined in the image on the next page:
**PRINCIPLES FOR JUNIOR CYCLE EDUCATION**

1. **LEARNING TO LEARN**
   - High quality curriculum, assessment, teaching and learning support students in developing independence in learning and in meeting challenges of life beyond school, of further education, and of working life.

2. **QUALITY**
   - The school’s junior cycle programme is broad enough to offer a wide range of learning experiences to all, and flexible enough to offer choice to meet the needs of students.
   - All students experience a high quality education, characterised by high expectations of learners and the pursuit of excellence.

3. **CHOICE & FLEXIBILITY**
   - Curriculum, assessment, teaching and learning provide opportunities for students to be creative and innovative.

4. **CREATIVITY AND INNOVATION**
   - The experience of curriculum, assessment, teaching and learning encourages participation, generates engagement and enthusiasm, and connects with life outside the school.

5. **ENGAGEMENT AND PARTICIPATION**
   - Curriculum, assessment, teaching and learning enables students to build on their learning to date, recognises their progress in learning and supports their future learning.

6. **CONTINUITY AND DEVELOPMENT**
   - The educational experience is inclusive of all students and contributes to equality of opportunity, participation and outcomes for all.

7. **INCLUSIVE EDUCATION**
   - The student experience contributes directly to their physical, mental, emotional and social wellbeing and resilience. Learning takes place in a climate focused on collective wellbeing of school, community and society.

8. **WELLBEING**
   - Figure 4: Principles for junior cycle education
   - [Link to NCCA guidelines](https://www.ncca.ie/media/2487/wellbeingguidelines_forjunior_cycle.pdf)
Statements of Learning:

The 24 statements of learning (SOLs) included in the Framework, along with the eight principles, are central to planning for the students' experience of the school's junior cycle programme. A number of the statements of learning relate explicitly to wellbeing.

The statements and the principles provide the basis for planning and evaluating all junior cycle school programmes. In the case of this resource, the statements of Learning that are most relevant and area explored through the learning in the resource are:

11. takes action to safeguard and promote her/his wellbeing and that of others
I know how to make decisions that are good for my physical, mental, emotional and spiritual health and my relationships with others. I can assess and manage risk and understand the impact of risk-taking behaviour. I feel confident and I can cope with different challenges and setbacks. I can ask for help when I need it. I accept that people are different and that it is everyone's responsibility to challenge discrimination and bullying, and the school can support me to do this.

and

24. uses technology and digital media tools to learn, work and think collaboratively and creatively in a responsible and ethical manner
I am able to source information and share content online and I recognise and respect my rights and the rights of others in using technology and digital media. I can evaluate online information and content. I can use technology and digital media to read, to help me think, to express myself and to work with others. In working with others, I use technology creatively to interact and develop ideas. I understand that the increasing use of technology and digital media has an impact on people and their communities.
Key Skills
The promotion of key skills within teaching and learning also has an important part to play in supporting student wellbeing. When teachers plan skills-rich lessons, students are more actively engaged in their learning, feel more positive about learning and take more responsibility for their learning. While the key skill of Staying Well focuses specifically on wellbeing, many of the positive dispositions associated with student wellbeing are fostered through the conscious development of all the key skills in the classroom. Each school has the autonomy to design its junior cycle programme drawing on a combination of curriculum components (subjects, short courses, learning units and other learning experiences). An important criterion for the inclusion of the different components is that they provide engaging, challenging and enjoyable learning experiences for students, thereby supporting their experience of wellbeing.

https://www.ncca.ie/media/2487/wellbeingguidelines_forjunior_cycle.pdf
Indicators of Wellbeing

As schools design their Wellbeing programme it is important that they have the flexibility to develop one that suits their students and their local context. It is equally important that all schools are working towards a shared vision and set of indicators which describe what is important for young people and their wellbeing.

On this basis, six indicators: Active, Responsible, Connected, Resilient, Respected and Aware have been identified as central to wellbeing. These indicators make what is important explicit for students, teachers, parents and the wider school community. Each indicator has a small number of descriptors which may be useful in a number of ways including:

• scaffolding conversations with students about learning in the Wellbeing programme
• framing the student’s self-assessment about their learning in Wellbeing
• reporting on learning in Wellbeing.
Section Four: Wellbeing and the curriculum

Figure 6: Indicators of wellbeing

**ACTIVE**
- Am I a confident and skilled participant in physical activity?
- How physically active am I?

**RESponsible**
- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk and do I make right choices?

**Connected**
- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?

**Resilient**
- Do I believe that I have the coping skills to deal with life’s challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?

**Respected**
- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?

**Aware**
- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?

https://www.ncca.ie/media/2487/wellbeingguidelines_forjunior_cycle.pdf
Structure of this Resource

Students in the 21st century engage in a range of activities online and this resource has been designed to support student understanding of their rights and responsibilities online and to raise awareness of safe and ethical use of the internet. The resource is structured into three units of learning:
- CSPE
- SPHE
- Digital Media Literacy (Short Course)

The Digital Media Literacy unit of learning may be a useful stimulus for schools who have identified student online safety as a concern and wish to address this through their wellbeing programme. In designing an Appendix I, which is a shorter unit of learning, schools should be mindful of the needs of their students as identified through their wellbeing planning process.

This resource represents a thematic approach to planning a school’s wellbeing programme. The NCCA Junior Cycle Wellbeing Guidelines can be accessed via https://www.ncca.ie/media/2487/wellbeingguidelines_forjunior_cycle.pdf and include materials to support the school in planning its wellbeing programme.
Cloud Control: An Introduction

The following clip from Cloud Control is a good introduction to the learning in this resource. Students watch the clip and note:
- What I have seen?
- What I think?
- What I wonder?

The teacher then shows the promotional video for the Cloud Control resource to the students. As students watch the clip, they make a note of any questions that they think they would like to ask or anything that they would like to learn about online safety. After watching the promotional video, students engage in a ‘think, pair, share’ activity and feedback to the whole class.

Introduction to Cloud Control documentary:
https://www.rte.ie/learn/2019/1004/1081075-clip-1-introduction/

Introduction to Cloud Control resource:
**SPHE Unit of Learning**

In Social, Personal and Health Education (SPHE), students have opportunities to revisit different themes which focus on developing self-awareness and respect for others, and the skills of self-management, communication, coping, decision-making and relating to others. This spiral approach of revisiting key ideas and topics is familiar from existing approaches to SPHE. This new course builds on this approach but also emphasises the importance of student agency and engagement in the learning process as key to learning in the affective domain. The skills involved are vital for self-fulfilment, for living in communities and for full engagement in learning beyond SPHE. Personal reflection, resilience and empathy are also promoted through SPHE.

Learning in SPHE is essentially supported by a positive, empowering whole school environment and relevant school policies/guidelines including RSE, anti-bullying and substance-use policies, and child protection guidelines. This broader context for learning in SPHE helps to ensure that students learn to make informed decisions about their health and wellbeing. These decisions are further supported and encouraged by school, community and national policies and guidelines.

SPHE short course: https://www.curriculumonline.ie/getmedia/10a6e6be-40dd-425b-9463-dabfb2131fcd/NCCA-JC-Short-Course-SPHE.pdf

The learning outcomes in this unit of learning have been drawn across the strands – Strand One and Two. In keeping with the blended approach, we have highlighted those parts of each learning outcome which are addressed by each section of the unit.

**Learning Outcomes in Focus**

1.2 **welcome individual difference based on an appreciation of their own uniqueness**
1.7 **source** appropriate and **reliable information about health and wellbeing**
2.2 **critique the impact of the media, advertising** and other influences **on one’s decisions about health and wellbeing**

**Key Learning for Students**

Students will:
- Explore how they present their identities online
- Consider what is important in terms of building self-esteem
- Reflect on how much time they spend online and what this means for them
- Research an aspect of health and wellbeing relevant to their lives
- Learn about and discuss the impact of the media
My identity
Silhouette exercise:

Students sketch each others’ silhouettes using a large piece of paper. On the silhouette, each student describes themselves. Students compare this with a social media profile that they have – how truthful are they on the social media profile? Which is more accurate?

My Digital Self and I
The BIK European Youth Panel are a group of young people from across Europe who advocate for online safety for young people with the support of the European Commission. They prepare awareness campaigns such as #MydigitalselfandI.

Students watch the video from the youth panel https://youtu.be/LqAWMFNQ284 and after the video discuss the following:

- What makes me different? What makes me unique? How would I describe myself on social media if only I could see it?
- Why is it important for me to create the persona that I create on social media?

Sharing Our Lives Online
Students watch Digital Citizens clip from Cloud Control

The teacher leads a discussion with students using the following suggested questions:

- How much time do you spend online?
- How much time do you spend on different social media sites?
- What sort of information do you share online?
- How many of your social media friends are people you have met in person?

Digital citizens
**My Online Diary**

Keep a diary of your time spent on line over a week / conduct a survey to find average times in your class. Display the information in a visual format of your choice and compare the time spent online.

**Going Offline**

**Students watch the Going off grid clip from Cloud Control**

As students watch the clip they note their responses to these questions:
- Why do you think this family have decided to go off grid?
- What are the advantages – what are the disadvantages?
- What would you miss most if you went off grid

**Reseaching information about health and wellbeing**

**How does the media influence our health and wellbeing?**

Students watch the interview with Anne-Marie Tomchak where she discusses how the media can influence our health and wellbeing. After watching the clip, students work in groups and discuss whether they agree or disagree with Anne-Marie’s perspective. The teacher may then decide to hold a walking debate to give the class an opportunity to share their own perspectives on this topic.

**Students watch Data for Good, Looking at Our Health clip from Cloud Control**

The teacher leads a discussion about where we source information about our health and wellbeing. The teacher supports students in using the internet safely and ethically to search for the information. Webwise.ie provide a range of information to support teachers in teaching students about safe and ethical online research.

Students work in groups to put together an information piece for the school newsletter or website which is directed at first year students and explains how to look after a particular aspect of your wellbeing as a secondary school student.

**Teacher Note:**

See: https://www.webwise.ie/teachers/advice-teachers/digital-literacy-skills-finding-information/ for useful information to support online research.
CSPE Unit of Learning

Civic, Social and Political Education (CSPE) contributes to building the skills students will need to contribute positively to a democratic society and to promote sustainable living. It gives them an understanding of social, economic and political structures at local, national and global levels and the opportunity to imagine and create ways in which they can make a difference to the lives of individuals and communities.

CSPE builds on related learning experiences in primary education. It helps students to question, critique and evaluate what is happening in the world; provides students with an understanding of their human rights and social responsibilities; prompts students to consider how to create a more sustainable future for all; fosters an awareness of what it means to live responsibly in a democracy; and most importantly, it places active reflective citizenship at the centre of the learning process by providing students with the opportunity to take action and influence change around local, national and global issues. CSPE is an important part of a wellbeing programme within junior cycle as it enables students to grow in awareness of how their wellbeing is connected to the wellbeing of others, locally and globally. It also develops students’ sense of responsibility for the wellbeing of others.

The learning outcomes in this unit of learning have been drawn from strand three which focuses on exploring democracy. In keeping with the blended approach, we have highlighted those parts of each learning outcome which are addressed by each section of the unit.

It is important to note that collaborative and active learning and the development of skills in citizenship, research, reflection and action are integrated across each of the three strands in the CSPE Specification.

It is expected that students will engage in action as part of their learning in each of the three strands. Students might be encouraged to maintain a reflection journal to help them reflect on their learning throughout the course. The journal could include: some big ideas they have learned; reflection on skills they have developed; questions they are still left with; reflection on key insights they have gained and what it means for their own lives for the future.

CSPE Short Course: https://www.curriculumonline.ie/getmedia/4370bb23-00a0-4a72-8463-d935065de268/NCCA-JC-Short-Course-CSPE.pdf

Learning Outcomes in Focus

3.6 identify laws that directly relate to their lives
3.7 explain how laws are made, enforced and evolve over time
3.11 debate the pros and cons of media freedom
3.12 examine case studies of the use of digital or other media in one of the following:
   - a social justice movement
   - a political election or referendum
   - a criminal investigation
   - an environmental movement
**Key learning for students:**

Students will:
- Learn about the purpose of rules and laws
- Research how laws are made and create the timeline of a law in Ireland
- Be able to list laws that are relevant to themselves as teenagers
- Use laws around data protection to show how laws evolve over time
- Discuss the debate the pros and cons of media freedom

**What is a Law and How are Laws Developed in Ireland?**

The teacher leads a discussion with students around the school rules with a focus on why we have rules. This prior knowledge is then used to develop a class discussion around laws. Students come to an agreed definition of a law.

Working in pairs, students use the youth.ie website to investigate the different stages in making a law in Ireland.

https://www.youth.ie/advocacy-and-representation/legislative-process-in-ireland/#1548074866358-77b2478b-231b

Based on this information, they develop the timeline of a law and present this information using a medium of their choice. The target audience for the presentation is an information evening in the local Citizen's Information Office.

**The Law and Us:**

The teacher invites students to discuss concerns that they have about their lives. As the concerns are identified, the teacher groups these under different headings such as work, study, safety etc.

The teacher invites students to list any laws that they are aware of that are relevant to their lives. These laws are listed on the white board and can be grouped into different areas such as work, children's rights, being a consumer, education etc. The teacher may use these areas to prompt student thinking and may tap into prior learning such as learning from Business Studies. Students work in groups to take one of these laws and to discuss how and why it is relevant to their life and share this information with their classmates.

The teacher then leads students in a discussion about what students already know about the laws that protect them online.
Your Data: Is it Really Yours?
Students watch the ‘Data Privacy’ clip from Cloud Control which focuses on the Austrian student and his case against Facebook. The teacher invites students to discuss their concerns about being digital citizens and a list of concerns is developed. Students watch ‘Protect your data’ from Cloud Control and note any points that they think are important for young people. Each person shares their points with the person beside them and a summary of the points is drawn up. Each student commits to adopt one point and modify their online behaviour to increase their own data protection.

Protecting Data: General Data Protection Regulation (GDPR)
The focus of the two cloud control clips that students have just watched is related to data collection. The teacher shows the interview with Anne-Marie Tomchak where she speaks about GDPR. As they watch the video students note any new information about GDPR. The teacher takes feedback from the class to support a shared understanding of GDPR. Students are then asked to work in pairs to research GDPR and what it means for them. Based on their research they prepare a short presentation about how their rights in relation to their data has changed since the introduction of GDPR legislation in 2018.

Media Freedom: Good or Bad?
Watch the video clip on media freedom. Students work in pairs to investigate a social justice movement, election/referendum or an environmental movement and use their findings to argue for or against media freedom.
Digital Media Literacy Unit of Learning

The Digital Media Literacy short course aims to extend and refine students’ ability to use digital technologies, communication tools, and the internet creatively, critically and safely, in support of their development, learning and capacity to participate effectively in social and community life.

Young people are actively manipulating digital media to participate in social and cultural life. Making and sharing media has become an increasingly important feature of how young people communicate and engage with each other and with the wider world. For them, posting, linking, sharing and searching are among the ways they participate in their communities and socialise. This short course offers students opportunities to explore and discover the information and knowledge accessible online, enabling them to pursue their interests, to express themselves online and solve problems relevant to their lives. In studying digital media, students learn to use digital technologies, communication tools and the internet to engage in self-directed enquiry. As students develop their digital literacy skills, they improve their capacity to know what they are looking for, what information to ignore or discard, and how to identify what can be useful or significant. They learn to discriminate between the multiple sources of information available online and to challenge the views they find there. They learn how to create, collaborate and communicate effectively and to understand how and when digital technologies can best be used to support these processes.

The specification for this junior cycle short course in digital media literacy develops in students a greater sense of what it takes to thrive in a digital environment through four inter-connected strands: My digital world; following my interests online; checking the facts and publishing myself. This unit of learning focuses on Strand 1, My Digital World.

Digital Media Literacy Short Course: https://www.curriculumonline.ie/Junior-cycle/Short-Courses/Digital-Media-Literacy

**Learning Outcomes in Focus**

1.1 describe how they use digital technologies, communication tools and the internet in their lives
1.2 illustrate the advantages and disadvantages of using digital technologies, communication tools and the internet
1.5 discuss their personal safety concerns when using digital technologies, communication tools and the internet
1.7 describe appropriate responses to potentially harmful situations

**Digital Communication and Me**

Working in groups, students brainstorm the different ways in which they use digital technologies and communication tools in their lives. How much of this is to help them in their daily lives? How much of this makes life easier?
Documenting my Life Online
Students watch the Digital Life Logging Clip

Teacher leads students in a discussion about what they think about this approach to documenting a story of their lives. The teacher may ask if they use any social media app in this way and what the advantages and disadvantages are.

Looking at the list from earlier, what are the advantages and disadvantages of these uses of social media and communication tools?

Where does our data go?
The students watch the Where Does Our Data Go clip

As they watch the clip the note what they see/hear, what they think and anything that they wonder based on the clip.

The students work in pairs and each pair shares some of their ideas with the class. The teacher asks students to consider what the advantages and disadvantages of this data-gathering could be.

The students then watch the following clips:
  Data – The New Oil
  Tracking Consumers
  Using Consumer Data

As they watch the clips, they work in pairs with one noting what they think the companies are gaining from this data and the second considering the impact of this data collection on consumers and citizens.

Each pair shares their information with the class.
My Digital Footprint

Students now watch Following my digital footprint clip

Based on the clip, the students reflect on how their own digital footprints look and if there is information that they are sharing that should be kept private. What will their digital footprint look like in three years time? What concerns do students have about being online? A pause is provided between the sections to allow the students to make notes.

The students are asked to look at the student section of webwise.ie. Based on the information in this site, each group develops a short presentation in a format of their choice to advise their fellow students on how to deal with a potentially harmful situations.

Concluding Learning Experience:

The students watch clip with ‘the two young people discussing the need for young people to be safe and responsible when online in interview with Anne-Marie Tomchak. After watching the video, the teacher asks students to work in pairs to agree three key points from the clip. The teacher takes feedback from the class group.

Based on watching the interview, their own learning through engaging with the Cloud Control documentary and research on webwise.ie, the students prepare an online safety leaflet targeted at fellow 12-15 year old students on an online topic of their choice.

Teacher Note:

Safer Internet Day takes place annually in February. Schools can get further details of how to become involved in Safer Internet day from webwise.ie and https://www.saferinternetday.org/. Schools might like to like their work in the area of online safety to Safer Internet Day.