



**Belong To LGBTQ+**  
Youth Ireland

# **JUNIOR CYCLE**

# **DIGITAL MEDIA LITERACY**



## **Rationale**

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 technology, 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.

## **Aim**

This short course aims to extend and refine students' ability to use digital technology, 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.

## **Structure**

Learning outcomes in the junior cycle Digital Media Literacy short course specification are organized into four strands, each with their distinct strand elements.

There is potential for teachers to include LGBTQ+ content and perspectives into their teaching and assessment of learning outcomes in junior cycle Digital Media Literacy.

Sample learning outcomes with scope for inclusion of LGBTQ+ content and perspectives include:

### **Strand 1: My Digital World**

#### ***ELEMENT: Respectful and responsible use***

1.5 Discuss their personal safety concerns when using digital technologies, communication tools and the internet

1.6 Create a charter of online rights and responsibilities for the class

1.7 Describe appropriate responses to potentially harmful situations

### **Strand 2: Following my interests online**

#### ***ELEMENT: Searching and evaluating***

2.3 Search the internet to gather information on a specific topic of interest

#### ***ELEMENT: Expressing through digital images***

2.7 Represent information about a topic that is relevant to their lives in graphic format

### **Strand 3: Checking the facts**

#### ***ELEMENT: Looking for bias***

3.4 Act as a critical consumer by presenting digital media texts that highlight bias

#### ***ELEMENT: The role of digital media in our society***

3.6 Give examples of how digital media texts can support citizenship and inform decision-making

3.7 Critique the role of digital technologies, communication tools, and the Internet in a democratic society

### **Strand 4: Publishing myself**

#### ***ELEMENT: Social media and me***

4.1 Outline the opportunities and risks presented by young people's use of social networks

4.2 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

4.3 Discuss the concept of privacy and its application by young people on social networks

4.4 Demonstrate how best to share personal information, express opinions and emotions online in a responsible and respectful manner

#### ***ELEMENT: Following my passion***

4.5 Publish an item online presenting their views on a subject or topic that is relevant to their lives

## **Ideas for Teaching and Learning:**

### **Facilitate your students to:**

- Research and create a marketing leaflet about one or more digital LGBTQ+ pride events. See:  
[https://www.stonewall.org.uk/system/files/pride\\_e-book\\_secondary.pdf](https://www.stonewall.org.uk/system/files/pride_e-book_secondary.pdf)
- Create a list of top online safety tips, inclusive of advice for LGBTQ+ young people. See:  
[https://www.stonewall.org.uk/system/files/staying\\_safe\\_online\\_-\\_stonewall\\_childnet\\_1.pdf](https://www.stonewall.org.uk/system/files/staying_safe_online_-_stonewall_childnet_1.pdf)
- Source and debate whether recent media reports about the introduction of legislation relating to LGBTQ+ lives (e.g. in Hungary and Russia) are biased.
- Critique the online strategies employed by the YES campaign in the lead up to the 2015 Marriage Equality referendum in Ireland.
- Discuss how LGBTQ+ people are represented in online media today, and source examples of biased and balanced reporting.



**Belong To** LGBTQ+  
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**Belong To is a national organisation supporting LGBTQ+ youth.**

Since 2003, we have worked with LGBTQ+ young people across Ireland offering safety and support through our services. Let your students and youth groups know about Belong To and what supports are available for them including LGBTQ+ youth groups, crisis counselling with Pieta and digital support services.

For educators, we offer online training, support and initiatives such as the LGBTQ+ Quality Mark. For youth workers, we support a National Network of LGBTQ+ youth groups and run the Rainbow Award – an action-focused accreditation programme that supports a whole-organisation approach to safe and supportive services for LGBTQ+ youth.

**Learn more at [www.belongto.org](http://www.belongto.org)**



Belong To  
13 Parliament St  
Dublin 2, D02 P658

[info@belongto.org](mailto:info@belongto.org)  
[www.belongto.org](http://www.belongto.org)  
01 670 6223

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