

Digital Safety Risks: Cyberbullying, Identity Theft, and the Digital Age of Consent (16)

60 minutes

ICT Specialism 4: The internet and digital literacy

Outcome M4.U1.1

Outcome M4.U2.3

WHAT THIS LESSON DOES

Explore three digital safety risks important in Irish life including cyberbullying, identity theft and the digital age of consent (16). Through scenarios and activities, identify who to tell and create notes for handling online problems.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M4.U1.1	Understand concepts and safety considerations relating to the effective and ethical uses of digital technologies and the internet.
M4.U2.3	Discuss the ethical implications of internet use and their digital footprint in relation to issues such as privacy and data protection.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Describe cyberbullying and identity-theft risks in an Irish context
- Explain Ireland's digital age of consent (16) and what it means when an app asks under-16s for personal data
- Name the people you would actually tell, starting with your school's guidance counsellor

BEFORE THE BELL

- Confirm your safeguarding contacts and the guidance counsellor's name, room and availability, so you can write them on the board beside the four routes during key concepts
- Have the national services ready to write up or print as a poster: Childline (childline.ie, 1800 66 66 66), Webwise (webwise.ie), hotline.ie, and the Data Protection Commission (dataprotection.ie)
- Open the scenario-cards activity on step 3 and read the three situations beforehand so you know the detail in each
- Confirm school safeguarding contacts and guidance counsellor details before class. Have the support-map image ready to project.
- Project the key-concepts table and support map. Write the guidance counsellor's name and room, and the other people a student can tell, on the board.
- Open the scenario-cards interactive on the board before this step. Plan to complete three cards; keep Card 4 for extension.
- Be ready to model one risk section live. Confirm students can reach 09_specialism/sm4/ in their cloud portfolio.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
8 min	content	Key concepts
15 min	activity	Scenario cards: what would you do?
3 min	content	Common issues
19 min	activity	Independent practice
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Read each scenario aloud and allow silent think time before any hands go up
- Model one risk section in your own words before students write their notes
- Circulate during independent practice and stop full-table copy-paste as you see it
- Stress that seeking help is a positive step, not an admission of failure
- If disrespect or joking about victims appears, stop it immediately and restate the respect rules

WHAT TO WATCH FOR

- Misidentifying the risk type: ask whether the harm is social and repeated, about stolen access, or about under-16 data
- Copying content directly: require their own words in the notes
- Ignoring consent issues: highlight the personal data rules for under-16s

DIFFERENTIATION

- Support: sentence starters are on the independent practice card
- Support: allow pair talk on the scenarios before the whole-class share
- Extension: the risk-to-service mini table, the bystander situation described in the step 3 notes, or one extra service researched from the board list