

Who protects your rights online

40 minutes

Publishing Online

Outcome 4.3

WHAT THIS LESSON DOES

Discover who can enforce your online rights when things go wrong. Examine the roles of young people, parents, companies, government, and civil society groups. Decide where responsibility should sit in different situations.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
4.3	outline the role of young people, parents/ guardians, digital technology companies, government (including Coimisiún na Meán), and civil society in enforcing their online rights

WHAT STUDENTS SHOULD BE ABLE TO DO

- Outline the roles of young people, parents and guardians, companies, government and civil society in enforcing online rights (LO 4.3)
- Work out what each actor can and cannot actually do
- Discuss from more than one view where responsibility should sit when something goes wrong online

BEFORE THE BELL

- Write the five actor names on the board ready for group assignment.
- Write the three routing labels and one worked micro-example (Complaint C + young person → Act) on the board before groups start.
- Ensure mixed groups can be formed quickly.
- Five group labels ready (or assign verbally); board space for complaint letters A to F, three routing labels, and one worked micro-example

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HOW THE LESSON RUNS

4 min	introduction	Start
4 min	content	Examine and discuss
18 min	content	Hands-on: route the complaints
8 min	activity	Your turn: where should responsibility sit?
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- During the group activity, circulate the room to prompt groups on the limits of their assigned actor.
- For the government group, insist they say which of the two jobs they mean (online-safety and media rules, or personal-data rights) for each complaint, and describe the job rather than naming an organisation; point them at the guidance in their own task if they blur the two.
- Use whole-class discussion to model how to present capabilities and limitations clearly.
- Keep teach-backs to about 60 seconds and one routed complaint each so Make sense and Reflect still happen if groups run long.
- Keep the responsibility debate tight: two contrasting voices only so Make sense and Reflect still happen.
- End the synthesis with a quick cold-call to reinforce key distinctions.
- If a student links a complaint to something real, thank them, keep the fictional framing, and follow school safeguarding if needed. For complaint F, keep talk on platform duty of care and routing, never methods or personal experience.

WHAT TO WATCH FOR

- Students may think government will remove a post today. Clarify: start with the platform; the government routes are slower and formal, used when the company fails, and each covers different issues (online safety and media rules versus personal data).
- Groups might overlook what the young person can do immediately; remind them of reporting and evidence gathering.
- Confusion between the two government jobs; emphasise media and online-safety regulation versus data-protection enforcement, and that the government group must say which of the two jobs they mean each time.

DIFFERENTIATION

- Support: have a group copy its actor's row from the table on the Examine and discuss step before choosing the power and the limit that matter most.
- Extension: Challenge early finishers to spot one complaint where two actors must work together.
- Support: Pair less confident students with stronger ones for the responsibility discussion.