

TEACHER'S GUIDE

INTRODUCTION

Thank you for taking the time to read this Teacher's Guide. It is aimed at teachers and educators to support the delivery of the lesson, **Rights, Rules and Reporting Online**.

Coimisiún na Meán is Ireland's media regulator. We are responsible for the design and implementation of Ireland's first Online Safety Framework. We understand that some of the information in this lesson is complex, but we hope that you find this guide helpful and that it answers your questions.

As this is our first educational resource for schools, we would appreciate your feedback. Please complete the survey link below to let us know what you thought of the lesson.

<https://forms.office.com/e/SVctzjG7nz>

IN THIS TEACHER'S GUIDE, YOU WILL FIND:

Lesson Plan Overview

FAQ for Teachers

Glossary of Terms

JUNIOR AND SENIOR CYCLE LESSONS

One lesson is aimed at Junior Cycle students (1st-3rd Years) and the other is aimed at Senior Cycle students (4th-6th Years). The activities and scenarios in both lessons are similar, but there are minor adaptations in the Senior Cycle lesson. However, you know your class best so feel free to choose scenarios that work best for you and your students. All the resources for these lessons can be found at www.cnam.ie.

LESSON TIMING

We estimate the lesson will take one hour to complete. Based on your school timetable, however, you may want to split it into two or more lessons. The lesson is centred around a video for young people outlining rights they have under Ireland's new Online Safety Framework. The lessons also look at reporting to online platforms, the role of Coimisiún na Meán, and how to exercise students' rights under the Online Safety Framework.

Our PowerPoints are editable, so please feel free to adapt content to fit the needs of your students. At the bottom of each PowerPoint slide, you will find guidance around timings and other key information.

In advance of this lesson:

- Print out your required number of the handouts
- Check that the internet and sound are working in your classroom
- Arrange the seating so that students can work in groups of 4-5 for the scenarios
- Read through the FAQs for Teachers on page 4
- Review the scenarios on slides 23-25 in advance to make sure you are comfortable sharing them with the class.

LESSON PLAN OVERVIEW

YOUR RIGHTS ONLINE

Activity/Heading	Description	Slide	Timing
Pair activity: Knowing your rights	<ul style="list-style-type: none"> In 60 seconds, students come up with children's rights they're aware of, as well as any rights they may have online. The class provide their feedback. Review the possible answers on slide 5. <p><small>Further background information can be found in the notes at the bottom of slide 5.</small></p>	4 5	1-2 mins 1 min
Activity: Your rights online	Students watch the video which outlines the rights they have online under the Online Safety Framework.	6	3 mins
Discussion: Questions about the video	<ul style="list-style-type: none"> Students answer questions based on the video (this can be done by way of discussion in groups, or students can write answers in their copies). The class provide their feedback. <p><small>Suggested answers can be found in the notes at the bottom of this slide.</small></p>	7	5-10 mins

RULES ONLINE

The Online Safety Framework	<p>An introduction to the three laws that make up the Online Safety Framework.</p> <p><small>Further background information can be found in the notes at the bottom of this slide.</small></p>	9	3-5 mins
The role of Coimisiún na Meán	<p>The role of Coimisiún na Meán in relation to the Online Safety Framework.</p> <p><small>Further background information can be found in the notes at the bottom of this slide.</small></p>	10	1 min
What online platforms do these laws apply to?	<p>An infographic of what online platforms the laws apply to.</p> <p><small>Further background information can be found in the notes at the bottom of this slide.</small></p>	11	1 min

REPORTING ONLINE

Activity: Walking debate or hands up/hands down	<p>Students discuss the statement: 'There is no point in reporting things to the platforms - nothing happens and the content isn't taken down'.</p> <p><small>Further advice, additional questions to ask and background information can be found in the notes at the bottom of this slide.</small></p>	13	3-8 mins
How to help improve the internet for everyone	<p>Students learn how and why reporting to the online platforms is important and beneficial.</p> <p><small>Further background information can be found in the notes at the bottom of this slide.</small></p>	14	1 min
Illegal and harmful content and reporting to the platforms	<p>Students learn about illegal and harmful content and how to report to the various online platforms.</p> <p><small>Further information can be found at the bottom of slides 15-18.</small></p>	15-18	1 min per slide
Group activity: Reporting content on YouTube	<p>Students practice how to report illegal content on YouTube or another platform they have access to.</p> <p><small>Further information can be found at the bottom of this slide.</small></p>	19	5-8 mins
Reporting to Coimisiún na Meán	<p>Information is provided about how and where to report to Coimisiún na Meán.</p> <p><small>Further information can be found at the bottom of this slide.</small></p>	20	1 min

HOW AND WHAT TO REPORT TO COIMISIÚN NA MEÁN

Activity/Heading	Description	Slide	Timing
Group activity introduction: Scenarios	An introduction to the scenario activity for students. <i>Further information can be found at the bottom of this slide.</i>	22	2 mins
Example scenario: Can I report to Coimisiún na Meán?	Class discuss the example scenario and review the table of laws on slide 15. <i>Further information can be found at the bottom of this slide.</i>	23	2-3 mins
Scenarios: Can I report to Coimisiún na Meán?	<ul style="list-style-type: none"> Class break into groups and discuss the scenario assigned to them, and then feedback as a class. Review the answers on slide 25. <i>Further information can be found at the bottom of these slides</i>	24 25	4-8 mins 4-5 mins
Who else can I go to for help and advice?	A list of organisations/individuals students can go to for help. <i>Further information can be found at the bottom of this slide.</i>	26	1 min
Recap/main takeaways/reflection and action	Go over key messages from the lesson and ask each student to complete a reflection in their copy/journal.	27-29	1 min per slide for slides 27-28 2 mins for slide 29
Survey	Give the link to each student and ask them to fill out the survey.	30	3-5 mins

OPTIONAL EXTENSION ACTIVITIES

Junior Cycle

- Ask each student to complete a checklist of what they should do if they see illegal content online.
- Ask groups to brainstorm, research and create a poster of the various organisations that can help young people deal with harmful content online.
- For homework, ask each student to look on their various social media platforms and see how easy it is to report content.

Senior Cycle

Ask groups to research what is going on at the European level (European Commission) with regards to the platforms. Are there investigations underway? Have the various online platforms had to pay any fines so far for breaching any laws?

FAQ FOR TEACHERS

A student has come to me asking for help reporting illegal content. What do I do?

- If you see illegal content online, report it to the platform using the illegal content reporting mechanism and clearly state which Irish law it breaks. You will likely need to provide the URL/s of the content you think is illegal, as well as an email address so that the platform can get back to you.
- Under the laws of the Online Safety Framework, and where electronic contacts details have been provided, the platform must reply to you in a timely manner confirming receipt of your report and also notify you of their decision on that content (e.g. whether it has been removed or not). If you're not happy with their decision, they must also give you a way to appeal their decision.
- If the platform doesn't reply to your report, or if you can't find the reporting function, you can report to Coimisiún na Meán at usersupport@cnam.ie.

What does a 'timely manner' mean? Are there any guidelines as to how long that is?

While there is currently no clear guidance on what a 'timely manner' means in quantifiable terms, platforms will generally try to remove this illegal content in as fast a time as is practicable.

What can Coimisiún na Meán do if platforms might have broken the law?

- Coimisiún na Meán has various powers. When we receive reports from the public about platforms allegedly breaking the rules, we look into this. If we find that a platform is breaking the rules and is not complying with its legal obligations under the Online Safety Framework, we can start an investigation.
- If we find that a platform has broken the rules, we can issue warnings and fines. For example, breaches of the Digital Services Act (DSA) can result in fines of up to 6% of the platform's turnover.
- While not every report we receive results in an investigation, the more information we receive about how the public are finding the various online platforms, the better we can do our job.

Can Coimisiún na Meán remove illegal content for me or my students?

No. Coimisiún na Meán does not have powers to compel the immediate removal of illegal content from online platforms. Our role is to make sure that the platforms' content reporting systems are working effectively in compliance with the law.

What do I/my students need to do if I/they see harmful content online?

- The Online Safety Code in Ireland defines what harmful content is. Harmful content includes the promotion of suicide material, cyberbullying, eating disorders and dangerous challenges. According to the code, video-sharing platforms must include in their Terms and Conditions restrictions on harmful content. If you report this harmful content to the video-sharing platform, they should do a risk assessment to see if it is harmful and if it is, they should remove this content.
- You should always report harmful content to the platform where you saw it. If platforms don't remove this harmful content in a timely manner, you can report this to Coimisiún na Meán.
- If you think your life or your students' life is in danger, you should always contact the Gardaí on 999 or 112.

I'm worried about terrorist content online. As a teacher, what do I do if I see this?

If you see content on a platform that is encouraging, supporting, glorifying or promoting terrorist activities, report it immediately to the platform where you found it. You should also report this content to the Gardaí. If there is an immediate threat to life or your safety, call the Gardaí on 999 or 112.

I'm a bit nervous about teaching this material. I don't know a lot about it, and it all changes so quickly. Will there be more resources from Coimisiún na Meán on other topics?

Yes, Coimisiún na Meán has a dedicated Media Literacy and User Education team. This educational resource is our first publication, but we anticipate that more resources will be created in the future. Your feedback is important and valuable, so please fill out our [survey](#) to let us know what areas/topics you would like to see covered.

GLOSSARY OF TERMS

Acronym	Full Term	Definition
BAI	Broadcasting Authority of Ireland	Former regulatory body responsible for overseeing broadcasting services in Ireland. Now called Coimisiún na Meán.
DSA	Digital Services Act	The EU Digital Services Act is a regulatory framework aimed at increasing accountability and transparency of online platforms and certain other services.
DSC	Digital Services Coordinator	A designated authority in each EU member state responsible for overseeing the implementation and enforcement of the EU Digital Services Act (DSA).
NCSII	Non-Consensual Sharing of Intimate Images	Refers to the distribution of intimate images without the consent of the person depicted in them.
OSMR	Online Safety and Media Regulation Act 2022	The OSMR legislation provided for the establishment of Coimisiún na Meán. Amongst other things, the Act empowers our Online Safety Commissioner, as part of the wider Coimisiún na Meán, to hold designated online services to account through binding online safety codes.
TCOR	Terrorist Content Online Regulation	The EU Terrorist Content Online Regulation is a law designed to prevent the dissemination of terrorist content on the internet. The regulation aims to enhance public safety while protecting fundamental rights.
VLOPs	Very Large Online Platforms	Digital platforms with significant reach and influence, typically defined as having equal to or higher than 45 million monthly active users in the EU.
VLOSEs	Very Large Online Search Engines	Search engines with a significant user base, specifically those with more than 45 million monthly active users in the EU.
VSPS	Video-Sharing Platform Service	Online platforms that provide programmes or allow users to upload, share and view video content.
HSPs	Hosting Service Providers	A service that allows users to store information online. Examples of hosting service providers include social media platforms, web hosting services and cloud services.

Term	Definition
Abuse	Use of a product or service in a way that violates the provider's terms of service, Community Guidelines, or other rules, generally because it creates or increases the risk of harm to a person or group, or tends to undermine the purpose, function or quality of the service.
Anonymity	A user account where the user's real identity is unknown or not displayed.
Community Guidelines	The set of conditions and limitations governing use of a digital service that a user must agree to as a condition of use.
Appeal	A challenge of a decision by an online platform, requesting review of a decision to take action or decline to take action with regard to online content or conduct.
Content moderation	The act of reviewing user-generated content to detect, identify or address reports of content or conduct that may violate applicable laws or a digital service's content policies or terms of service.
Misinformation	False or misleading content shared without harmful intent, though the effects can be still harmful, e.g. when people share false information with friends and family in good faith.
Disinformation	False or misleading content that is spread with an intention to deceive others or secure economic or political gain and which may cause public harm.
Explicit content	Online content describing or depicting things of an intimate nature.
Flagging	Also known as reporting, the process by which a user may request review of online content under a platform's Community Guidelines or because they think it is illegal.



Coimisiún na Meán

VISIT:
www.cnam.ie

FOR MORE INFORMATION

