

Year Group	3rd Year
Time	5 lessons (<i>Suggested time is 60 mins each in duration</i>)
Theme of Unit of Learning	Online Choices, Real Consequences

Themes & Learning Outcomes

The overarching themes of this unit include:
Noticing Bullying Behaviours (The Power of Noticing), The Online World, Understanding Hate Speech, and Image Sharing and Altering (Think Before You Share).

These themes have a focus on:

- A)** Fostering students' social skills.
- B)** Raising awareness around the forms of bullying behaviours that they may encounter online or offline.
- C)** Raising awareness around taking pictures of others and altering and/or sharing them.

- D)** Fostering students' self-efficacy in noticing, responding and reporting offline and online bullying behaviour.
- E)** Raising awareness about hate speech they may see/encounter online.
- F)** Raising student's awareness about the importance of online privacy and being a good digital citizen.

Throughout each lesson the student will be enabled to:

Theme 1: The Power of Noticing <ul style="list-style-type: none"> • Explore and notice the signs of bullying behaviour both online and offline in themselves and others • Recognise and reflect on how bullying behaviour can make others feel • Reflect on the role of a bystander and know what to do if they notice bullying behaviour both online and offline • Know what to do if they are experiencing bullying behaviour both online or offline 	Theme 3: Understanding Hate Speech <ul style="list-style-type: none"> • Understand the definition(s) of hate speech • Reflect on and identify the difference between hate speech and bullying behaviour • Understand how hate speech affects diverse minorities online • Examine how to deal with and respond to online/offline hate speech • Notice when hate speech turns into bullying behaviour and know how to safely report it
Theme 2: The Online World <ul style="list-style-type: none"> • Recognise and discuss the advantages and disadvantages of social media • Describe how the algorithm works • Reflect on and discuss how media plays a role in online bullying behaviour situations • List ways in which they can maintain some privacy online • Understand the concept of privacy (online) and explain why it is important 	Theme 4: Think Before You Share <ul style="list-style-type: none"> • Understand the concept of consent in relation to taking pictures and sharing pictures of others • Develop a greater awareness of positive digital citizenship • Reflect on and identify ways in which to spot bullying behaviour online • Create a list of ways in which to share images, comments or posts online, in a safe and respectful manner

Theme 5: Class Project	*Note
	The terms online bullying behaviour/bullying behaviour online are used throughout the lessons, however it is acknowledged that the term cyberbullying is also recognised and often used.

Key Concepts & Skills

Key Concepts	Key Skills/Competencies
<p>Students will learn the key concepts in</p> <p>Values</p> <ul style="list-style-type: none"> Valuing what it means to be an active citizen with rights and responsibilities in both the local and wider community <p>Knowledge</p> <ul style="list-style-type: none"> Understanding of what is expected from students and adults in relation to responding and reporting bullying behaviour incidents in post-primary school Composing a clear outline of how to report bullying behaviour 	<p>In terms of the skills developed throughout the lessons, students will learn to:</p> <ul style="list-style-type: none"> A) Notice the signs of bullying behaviour both online and offline B) Notice how algorithms affect the content seen on social media C) Frame hate speech as harmful D) Understand image sharing, consent and what to do if they are involved in an harmful image sharing incident E) Appreciate diversity & minority communities and individuals F) Frame incidents of bullying behaviour as harmful G) Take action against incidents of bullying behaviour both online and offline

Contextual Considerations

Create a Safe Environment	Adaptive Teaching
<p>This unit focuses on continuing to increase students' self-efficacy in terms of noticing offline/online bullying behaviour, identifying when hate speech turns into bullying and also explores image altering and sharing.</p> <p>It also examines and explores ways in which we can use social media safely and therefore promote positive digital citizenship.</p> <p>In this unit, students will learn the steps required to address bullying behaviour safely and promptly.</p> <p>Bullying behaviour both online and offline can be a sensitive and complex concept to teach and discuss.</p> <p>The creation of a safe environment for students to share their thoughts and ideas without being judged or feeling self-conscious is very important.</p> <p>Discussions should be facilitated on an objective level, ensuring students are aware that certain behaviours are not to be tolerated e.g. online bullying behaviour.</p> <p>Teachers should remind students who they can tell if they are affected by bullying behaviour.</p>	<p>This Unit of Learning can be adapted to meet the needs of students in each particular school culture and ethos. The provision of tailored learning to those students who encounter difficulties is more likely to increase student success.</p> <p>The following points might be considered before the lessons begin:</p> <ul style="list-style-type: none">• Awareness of individual differences, including students' different levels of knowledge, which could either facilitate or constitute a barrier to students' learning experience.• Students learn at varying degrees and require different types of support from teachers. Adapting instructions in a responsive way could be an effective strategy to build students' knowledge and skills.• Students with additional needs may require additional or adapted support from a teacher, SNA or other student. Working closely with colleagues, families, and other students can help to identify and overcome any barriers to learning.

Prior Learning

Note: While it is recommended that schools begin the FUSE programme in 1st Year and follow the lessons in sequential order each year, it is acknowledged that this is not always possible. Therefore, the below is simply a guideline and no prior knowledge of the FUSE programme is necessary at any level. It is important for teachers to be mindful of gaps in student knowledge, in terms of the definition and features of bullying behaviour, which should be addressed in advance of commencing the FUSE 3rd Year lessons.

SPHE Strands

The focus of these lessons expands on the following strands of the Social, Personal and Health Education (SPHE) for junior cycle students:

Understanding Myself and Others: This strand encompasses self-awareness, self-esteem and a number of skills contributing to the foundations for healthy relationships, including empathy, listening, self-regulation and respecting differences.

Making Healthy Choices: This strand allows students to understand the contextual factors that affect people's decisions, including peer pressure and media. It also allows students to practice the skills that are needed to make healthy decisions.

Relationships and Sexuality: This strand addresses social relationships, including friendship through a responsibility-based approach

Emotional Wellbeing: This strand aims to promote emotional wellbeing through developing problem-solving and coping skills that are needed to deal with challenging times.

The above strands are underpinned by three cross-cutting elements, which also resonate with the FUSE 3rd Year lessons:

Awareness: The ability to understand one's own thoughts, emotions, and behaviour. Awareness also includes the understanding that humans share a common humanity and dignity and have rights and responsibilities.

Dialogue: Teachers should encourage students to engage in reflecting on others' points of view, through dialogic teaching. This helps students to reflect on their own and others' responsibilities.

Reflection and Action: Refers to students' reflecting on their own learning and coming to their own personal insights and conclusions.

Learning Experiences

Classroom Environment	Inclusivity
<ul style="list-style-type: none"> The lessons are constructed through a collaborative learning approach and the promotion of a positive and supportive environment in the classroom Teachers create a non-judgemental environment where everyone is respectful of the opinion of others The empowerment of students' active participation, thoughts, ideas and voice is an important element of each lesson 	<ul style="list-style-type: none"> Inclusive teaching strategies ensure that all voices are heard, and that all students have a chance to participate fully in the learning process, by contributing to group discussion and other activities. <p>To put into practice an inclusive climate, teachers are encouraged to:</p> <ol style="list-style-type: none"> Establish ground rules for student participation Ensure that all students are given equal opportunities to contribute during class discussions and other activities <p>The resources provided (scenarios, activities, videos) will be representative of different perspectives and experiences, including people with different genders and backgrounds.</p>
Activity-based Learning	Reflectivity
<p>Blended approach</p> <ul style="list-style-type: none"> Teachers are expected to combine different activities throughout the lessons, including paired discussions, classroom discussions, conflict resolution, brainstorming, social problem solving, activities, scenarios and videos. <p>Student-led approach</p> <ul style="list-style-type: none"> Teachers contribute to the activities, while taking a student-led approach that relies on scenarios, videos, activities and group discussion. 	<ul style="list-style-type: none"> Students are encouraged to make sense of the resources provided. For example, teachers may want to ask questions about how students themselves would feel in a particular scenario.
Inclusion and Participation	Content Sequencing
<ul style="list-style-type: none"> Activities are inclusive of all students. Teachers will ask students to work in pairs and groups during the activities. 	<ul style="list-style-type: none"> The contents delivered during the lessons will be sequenced so that students' learning of new concepts builds on previous learning.

Resources

Different resources will be used to ensure that the lessons are building students' knowledge, understanding and skills. The resources adopted throughout the lessons will include:

- Video
- Digital Resources (PowerPoint presentation)
- Scenarios
- Activity Sheets

Teachers may wish to use any resources included in the wider SPHE post-primary curriculum available at [NCCA](#) including the strands: ***Understanding Myself and Others; Making Healthy Choices; Relationships and Sexuality, and Emotional Wellbeing.***

Teachers will need audio-visual equipment to access the digital resources provided.

Complementary nature of the resources	<ul style="list-style-type: none">• The videos, scenarios and activity sheets provided will be used as tools to stimulate class discussions. The content learnt throughout the lessons should be transferred to the real world (that is, students' social interactions).
Link between resources and assessment	<ul style="list-style-type: none">• The adoption of the Activity Sheets and other resources will serve a dual purpose, in terms of allowing students to reflect on the contents learnt during the lessons and helping teachers to conduct an in-process evaluation of student comprehension.
Links to additional external resources on these themes	<ul style="list-style-type: none">• Webwise: #UP2US Anti-Bullying Kit which supports students to take the first steps to beating bullying in their school community.• TOZI - An app where young people can learn how to look after themselves and feel good online. Tozi is packed full of tips to help young people with their digital wellness.

Differentiation

Differentiation Strategies

The FUSE lessons are aimed at 3rd Year students. The teacher should ensure to create a safe environment for students to share their thoughts and ideas without being judged or feeling self-conscious. Talking about bullying and bullying behaviours can be a sensitive topic for people. The teacher should remind students who they can tell if they are affected by bullying.

- The teacher uses the PowerPoint presentation provided with visuals and illustrations- some students may require definitions to be explained more fully or simplified.
- The teacher gives clear instructions – short and repeated. Some students may be working with an SNA and/or teacher during the lesson or on specific tasks that they may need support with.
- The teacher allocates specific time slots throughout activities. Some students may require more time to complete certain tasks.
- The teacher consults the keywords taken from the Glossary of Terms. These are explained clearly and concisely, adding keywords to a word bank.

Opportunities for Formative and Summative Assessment

Formative Assessment	Summative Assessment
<ul style="list-style-type: none">• Teachers share the Learning Outcomes with students at the beginning of each lesson.• Reflective Questions are posed by teachers in order to frame students' prior learning and setting new learning goals.• Learning Checkpoints will be placed throughout the lessons by using self-reflective questions, class discussion and the FUSE Activity Sheets, to monitor student learning and provide ongoing feedback.• Teacher Feedback aimed to support students' learning and to address misinterpretation will be provided continuously.• Peer and Self-Assessment will encourage students to self-reflect on their own learning, but will also offer the space to connect the contents learnt to their life experiences.	<ul style="list-style-type: none">• At the end of each lesson students are asked to write down three important things they learnt in the lesson. Teachers can use this as an opportunity to assess students' learning. As an alternative, teachers may wish to ask students to answer a specific question based on the learning outcomes for each lesson.

Glossary of Terms/ Key words

Algorithms	Rules, signals and data that govern the platform's operation. These algorithms determine how content is filtered, ranked, selected and recommended to users. In some ways, algorithms influence our choices and what we see on social media.
Ally	Someone who is a friend, advocate, and/or activist for LGBTQIA+ people. The term ally is generally used for any member of a dominant group who is a friend, advocate or activist for people in an oppressed group (i.e. White Ally for People of Colour).
Bullying	Bullying is targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. <u>Cineáltas Action Plan on Bullying, 2022</u>
Bystander	People who witness bullying are called bystanders. Bystanders can display different behaviours. Some bystanders may witness bullying without taking action; other bystanders shy away when bullying happens and some other bystanders may help their bullied peers. Some people who witness bullying may even enjoy seeing others being bullied. For example, they may laugh when bullying happens or they may even join those who bully others.
Consent	Consent: a core principle of all respectful interpersonal relationships; it involves recognising and respecting one's own boundaries and the boundaries of others and always checking whenever one is unsure.
Conflict	If two people or groups of people have a conflict, it means that they disagree about something and have not yet reached an agreement. Unlike bullying, conflicts do not involve one person being stronger than the other. Conflicts can happen between friends, and family members. When people have a conflict, they may be upset or angry. Taking a step back and calming down can help them to talk and find an agreement.
Echo Chamber	An environment where a person only encounters information or opinions that reflect and reinforce their own.
Ethnicity	Is defined as belonging to a social group that has a common national or cultural tradition, ethnicity is not the same as nationality or place of birth. Your ethnicity or cultural background means the group you descended from e.g. Irish, Italian.
Frenemy	Refers to disliking or having some sort of rivalry (competitiveness) with someone who is considered to be a "friend". In fact, the relationship is not a friendly one. The word "frenemy" derives from the combination of two words: "friend" and "enemy". Frenemy can cause negative feelings, such as sadness and anger, among others.
Friendship	Involves a relationship of reciprocal and unconditional support, and affection.

Hate speech	Is any kind of communication that aims to make a group of people or a person belonging to that group socially inferior to the rest. Usually the targeted groups are black, women, LGBTQIA+, Muslims, Roma, Travellers, Refugees, Transgender.
Homophobic bullying	Refers to bullying someone (verbally, physically, cyber, etc.) in connection with their real or perceived sexual orientation. For example, people may be the target of homophobic bullying regarding their appearance, physical traits (for example, a girl with short hair) or behaviour (for example, a boy who speaks softly) or just because they are seen as being different. Some common forms of homophobic bullying include: Being teased or called names; being excluded; being compared to LGBTQIA+ celebrities; being cyberbullied, etc.
LGBTQIA+	An acronym that describes individuals who identify as Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex and Asexual + (all other terms not covered within the acronym).
Representation	Is the way aspects of society such as gender, age or ethnicity are presented to audiences.
Social Media	Websites and applications that enable users to create and share content or to participate in social networking.
Stereotype	A fixed general image or set of characteristics that a lot of people believe represent a particular type of person or thing.