



Digital Literacy Skills: Cultural and Social Understanding

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Digital Literacy Skills: Cultural and Social Under

It is clearly evident that technology has infiltrated our lives, you can now shop, bank, communicate, and collaborate with people on your smartphone or device.

While most people in Ireland have access to the internet, **young people and teenagers are the 16-29 age bracket using smartphones to access the internet on a daily basis** (CSO, 2017).

Children are learning how to navigate technology at a much younger age as they grow up with it.

In the following video, Abha Dawesar talks about our dependence on technology and the implications.

She states that whilst we live in a digital world, we must remember to live in the present.

Generation Z is now responsible for shaping what is now known as our **digital culture** and as
Like everyone else, teenagers use the internet for a variety of reasons; **online gaming, social entertainment.**

However, **this age group uses technology more immersively to create online communiti**
essential that they develop skills to explore these areas safely and competently.

Digital Cultures



Digital culture is the Internet, transhumanism, AI, cyber ethics, security, privacy, and poli
and modern psychology. (Digital Culturist, 2015)

Increasingly, the main draw of technology for young people is the participation in a global dig
The internet enables people to connect with any part of the world and to create shared exper
belonging.

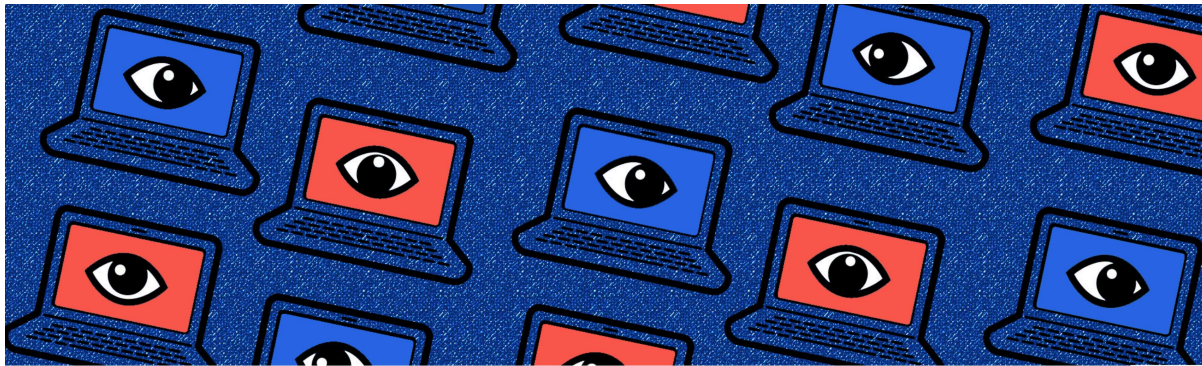
Young people are able to make friends with a much larger, culturally diverse set of people.

They are using apps to sing, perform, make friends, share interests, and socialise with people

They are using apps to sing, perform, make friends, share interests and socialise with people. They keep up-to-date with each other, share their own youth-led language or slang, participate in social commentary.

For younger children, they might be part of a kids club or watch programmes on kids TV online. It has become an integral part of their lives and, increasingly, the most popular way to communicate. Children and teens may have more in common with those from other countries due to the internet, which allows them to share similar experiences.

Issues of Privacy



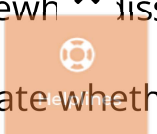
The concept of **privacy** has changed vastly in the minds of young people.

Social media can add to pressures for teens as they seek popularity and count likes.

Some teenagers are now sharing large quantities of their lives with their online followers.

With the emergence of **media celebrities**, the idea of having a private life has somewhat dissipated.

It is a good idea to discuss the issues around privacy with your students and to debate whether it is worth giving up a private life.



private life.

The following **activities** could be used in class to introduce the topic and to get your students

It is perhaps a good idea to get them thinking about **how technology impacts our lives both**

This lesson should help your students distinguish how they use technology, how much inform more mindful of living, both online and in the real world.

There are also a number of [Ted Talks](#) on the topic of online privacy that might promote discussion. See ted.com/topics/privacy.

Class Activity 1 – Your Rights Online

Resource needed: Handout CRC ([Download ThinkB4UClick](#) p53-65), A4 sheets & pens, AGREI

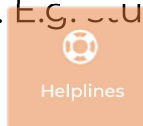
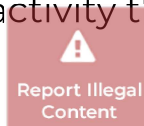
Activity 1: Reflecting on Online Rights

1. Give students a copy of a simplified version of the Convention on the Rights of the Child.
2. **Ask them to get in** groups of 2 or 3, read through the Convention and identify which rights are related to your life online.
3. Finally, ask them to choose one of those rights, to rewrite in their own words as an online right they are entitled to.

***Child, in this case, is someone under 18**

Class Activity 2- Walking Debate

1. Place agree and disagree signs on either side of the room. **Gather all students in the**
2. Invite students to indicate whether they AGREE or DISAGREE with the following statements using the agree or disagree signs:
 - **Companies should be allowed to profit from my data if I am willing to give it – You own your data freely when you use apps, Google search buy things online, etc) doesn't belong to you**
3. Draw feedback from students after each statement is read. Ask why they took the position they did. Have any students have changed their position based on the contributions of others.
 - **Another suggested statement “Anonymity online is a good thing”**
 - If there is time left you can do read this statement also and ask the students to take a position on the debate topics relevant to their school community as an activity they could do. E.g. Study the debate



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