St. Fergus NS, Glin
Our Digital Learning Plan
School Year 2024/2025

1. Introduction

This Digital Learning Plan (DLP) was written in November 2024, following a survey and feedback process with the school community including school management, staff and pupils. This document records the outcomes of our current digital learning plan, including targets and the actions we will implement to improve teaching, learning and assessment practices using digital tools.This plan was informed by the Department of Education's 'Digital Strategy for Schools to 2027' and the Digital Learning Framework.

1.1 School Details:

St. Fergus National School is a vertical, co-educational national school. There is currently a pupil enrolment of 160 pupils. There are 8 teachers, 2 of whom work in special educational contexts, 2 full time Special Educational Needs teachers,a Special Educational Needs Teacher from Ballyguiltenane NS for 7.5 hours weekly, an EAL teacher for 15 hours weekly and 7 Inclusion Support Needs Assistants. Currently we have a bank of 30 chromebooks and 6 touchscreen chromebooks for pupil use. We also have 3 Beebots. Each teacher has their own laptop and an Interactive board in their classroom. We have recently (September 2024) upgraded our wi-fi to a very high standard with all classes both in modular build and in the main school building now on the same system.

1.2 School Digital Learning Vision:

We appreciate that we are living in a digital world and therefore want to give our students every opportunity to excel in the future by providing them with learning experiences that incorporate the use of digital technologies. We recognise that access to digital technologies gives our students enhanced opportunities to learn, engage, communicate and develop skills that will prepare them for many aspects of life.
We believe in a whole school digital approach and that ALL children (Mainstream and students with special education needs) should use digital technologies to enhance teaching, learning and assessment.

1.3 Aims

Our ultimate goal is to embed digital technologies in teaching and learning and to produce learners (pupils and teachers) who are confident and effective users of digital technologies. We intend to achieve this aim by:

- Sharing good practice among teachers
- Helping all teachers and pupils to explore the learning resources provided by digital technologies
- Helping all children to use digital technologies with purpose and enjoyment
- Helping all children to evaluate the benefits of digital technologies and their impact on society
- Helping all children to nurture a like for digital technologies and a pride in their achievements/publications
- Helping children with learning difficulties cultivate a higher self-esteem through the use of digital technologies and providing them with an alternative learning resource
- Ensuring that digital technologies are incorporated into all subjects on the curriculum
- Using digital technologies to develop partnerships beyond the school
- Celebrating success in the use of digital technologies.

1.4 Brief account of the use of digital technologies in the school to date:

- In St Fergus' N.S. to date, technology has been used in line with the available infrastructure. We aim to focus more on student engagement with digital technology for learning.
- To keep the whole school community and outside community up to date in relation to what is happening in St. Fergus NS.This is done through our school website www.stfergusns.ie
- To access and complete online educational activities such as typing (eg. TTRS)
- To communicate with parents (using Aladdin Schools)
- To access apps on our tablets to compliment teaching and learning
- To help pupils with additional needs through the use of assistive technologies
- A new server and additional router points have been installed by INFINITY 2 in September 2024 which will increase internet Wi-Fi speed and connectivity.

2. The focus of this Digital Learning Plan

- We undertook a digital learning evaluation in our school in November 2024. This involved the school leadership team, teaching staff and pupils from 4th -6th class.We gathered our feedback from the school community through discussions and a digital survey which measured the way digital technologies are used for teaching and learning in St. Fergus NS.
- Our plan is to focus on a small number of standards, as we feel this is the best way to ensure we embed these standards into our teaching and learning. It will also allow us to more easily and effectively review our progress in the chosen standards
- The digital learning plan will be placed on the agenda of each staff meeting and our progress in relation to same will be reviewed and discussed
- Actions will also be agreed at staff meetings and the management team will be responsible for ensuring the agreed actions take place

- The Board of Management and parents will also be kept informed as to our progress in relation to our digital learning plan
- Following on from the review, standards and statements have been identified for the 2024/25 school year
- Targets from our Digital Learning Plan will be embedded and linked to all our plans including our Bí Cineáltas plan and our School Self Evaluation and School Improvement Plan

2.1 Our previous digital learning plan(s) led to the following developments:
- Pupils in the school appear to be comfortable with and proficient in the use of Chromebooks.
- St. Fergus' N.S. has acquired 30 Chromebooks and a charging trolly for mainstream classes to use. St. Fergus' NS has acquired 6 Touchscreen Chromebooks for SET and EAL classes to help us work towards Digital Learning Experiences.
- Staff members have completed CPD relating to embedding digital technologies across the curriculum.

2.2 This is what we are going to focus on to improve our digital learning practice further

Dimension	Domain
Teaching and Learning	Domain 1: Learner Outcomes
Teaching and Learning	Domain 3: Teachers' Individual Practice
Leadership and Management	Domain 1: Leading Learning and Teaching

DOMAIN 1: LEARNER OUTCOMES

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE
Pupils enjoy their learning, are motivated to learn and expect to achieve as learners	Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.

DOMAIN 3: TEACHERS' INDIVIDUAL PRACTICE

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE
The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills	Teachers use a range of digital technologies to design learning and assessment activities for their pupils.

DOMAIN 1: LEADING LEARNING AND TEACHING

STANDARDS	STATEMENT OF EFFECTIVE PRACTICE
Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment	The principal and other leaders in the school encourage teachers to use digital technologies to enhance their learning, teaching and assessment practices, and to share their practice.

2.3 Strengths in Digital Learning
● Staff have a good base of knowledge in relation to digital learning.
● Some staff have strong expertise in particular areas in IT and are willing and able to share this expertise with colleagues
● Each staff member has their own Google workspace email account
● Deputy Principal, Sinéad Mulroe manages the Google Workplace system and has set each child (1st-6th)and staff member up with a google account.
● Google Drive is used by staff to share plans, upload documents and resources
● SETs use a shared drive to collaborate and share plans
● Teachers are open and willing to enhance their digital learning.
● Staff are willing to share knowledge, ideas and resources.
● Money from the ICT grant has already being invested in Digital Technologies for the 2024/25 school year
● Staff and pupils were very positive towards using digital technologies to enhance learning as seen in their responses from our survey

2.4 This is what we are going to focus on to improve our digital learning practice further

● Share digital knowledge among the staff on an on-going basis -on the agenda at all Staff and In-School Management Meetings.

● Improve teachers digital knowledge and level of expertise in order to realise our vision of a whole school approach to digital learning - through Teacher Professional Learning (formerly CPD).

● Improve our IT infrastructure through investment - initial outlay September 2024

● Teach children the advantages and disadvantages of using different digital technologies.

● Timetable the use of Chromebooks to be used by pupils in each class - set up since September 2024

● Get training and support for staff from other school leaders who have successfully embedded Google for Education and chromebooks.

3. Our Digital Learning Plan

The next section of our plan will record:

- The targets for improvement we have set.
- The actions we will implement to achieve these.
- Who is responsible for implementing, monitoring and reviewing our improvement plan.
- How we will measure progress and check outcomes (criteria for success)

As we implement our improvement plan we will record:

- The progress made, and adjustments made, and when.
- Achievement of targets (original and modified), and when.

Digital Learning Action Plan

DOMAIN: Learner Outcomes
STANDARD: Pupils enjoy their learning and are motivated to achieve as learners.
STATEMENT: Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learner outcomes.
TARGETS:
(1)   Children will be given the opportunity to code using Beebots/Scratch Jr (JI-2nd) and Scratch (3rd -6th) weekly for a block of 10 weeks.
(2)   Children will create digital content related to their learner outcomes four times per term class using Google Docs/ Google Slides from 3rd - 6th classes.

	ACTIONS (What needs to be done?)	TIMEFRAME	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
CPD ●Teachers will engage in CPD on using digital technologies to create content and coding with CPD		Term 2 (Jan -Apr 2025)	Deputy Principal to arrange CPD	Staff feel more confident in using resources.	
Content Creation Pupils will create digital content appropriate to their class level four times per term. ● **3rd and 6th Class:** Create word documents → Google Docs multimedia presentations Google Slides as a visual aid for spoken text types (narrative/ oral reports/ procedural etc.)		September 2024- June 2025	Teachers Pupils	By June 2025, each pupil will have created curricular based digital content and shared their own work with an audience of peers.	-Gsuite - Google workspace -Chrome books -Online websites -Interactive boards

● Pilot the use of Google Classroom in 3rd -6th. classes.	September2024-June 2025			
● Children will regularly share the digital content with their peers and get feedback on it.	September 2024-June 2025			
STEM Education ● Pupils will develop their coding skills through STEM lessons incorporating Coding. Stations will include: - **Junior/ Senior Infants:** Beebots/Scratch(SI) -**1st/ 2nd Class:** Beebots/ Scratch Junior (peer-tutoring with senior classes) -**3rd - 6th Classes:** Beebots/ Scratch (Pupils will peer-tutor the junior classes) ● Pupils will regularly report on, present and explain learning processes and outcomes in STEM.	September2024-June 2025	All staff and all pupils	Coding Ireland lessons, Beebots and Scratch will be used to enhance pupils' ability to give and follow instructions. Pupils will become accustomed to regularly reporting on, presenting and explaining learning processes and outcomes in STEM.	-Chromebooks -Coding Ireland content lessons -Scratch -Beebots

	TIMEFRAME	PERSONS / GROUPS RESPONSIBLE	CRITERIA FOR SUCCESS	
Staff Reflection ● Staff will share their experiences using digital technologies with each other and engage in peer support where appropriate.	September 2024-June 2025	All staff	Sharing good practice at staff meetings	

DOMAIN: Learner Outcomes				
STANDARD: The teacher has the requisite subject knowledge,pedagogical knowledge and classroom management skill				
STATEMENT: Teachers use a range of digital technologies to design learning and assessment activities for their pupils.				
TARGETS: (1) That teachers will have an online space to share recommended websites and online resources (Google Sites) (2)That teachers will have regular opportunities to share expertise/experience of particular apps in their classrooms and to support other staff in using them.				

ACTIONS (What needs to be done?)	TIMEFRAME	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
Google Workspace Teachers can access and use it for teaching, planning and sharing resources.	September 2024 - ongoing (addition of new staff as it arises)	Mrs. Mulroe Whole School Staff	The school will share information and resources on Google Workspace. A digital bank of learning resources will be added to by staff in shared files.	Google Workspace Domain
Additional Training	Term 2 (2025)	Mrs. Mulroe	Staff will develop skills and implement new	

Google Workspace training to upskills and develop resources			learnings with their class on the Google Workspace platform	Visit to school from Google Workspace Advisor
Internet Safety Safer Internet Day to be actively promoted In school- teachers made aware of time dedicated to Safety and Protection in SPHE **Pupils**:Internet Safety lesson taught from relevant programmes	February/March 2025	Whole School (Mrs. Mulroe/Ms. Fitzgerald)	Dedicate time in school calendar with a strong whole school focus on internet safety.	Well-being school calendar Appendix 2(Internet safety lessons) Internet Safety programmes -Webwise -HTML heroes
Staff Meetings Time given at each staff meeting for the sharing of ideas and success with all teachers.	On the agenda of every staff meeting	Whole School Staff	Teachers will have time and space for collaboration and sharing of digital ideas, content and resources.	

DOMAIN: Leading Learning and Teaching
STANDARD: Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment
STATEMENT: The principal and other leaders in the school expect and encourage teachers to embed digital technologies in their learning, teaching and assessment practices, and facilitate the sharing of practice.

TARGETS:

    (1) To put systems in place to create an atmosphere whereby teachers can openly discuss the difficulties in incorporating digital technologies into their teaching and get help from peers

    (2) For teachers who are proficient in IT to mentor teachers who are less comfortable using IT

    (3) For staff to report having a positive experience using digital technologies to support pupil learning.

ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
Peer mentoring system Established to support all teachers in their use of digital technology and implementation of strategies. Every teacher has access to Google workspace and can upload, share and access folders on the Gdrive. Every student from 3rd-6th will be set with their own Google Workspace login.	Term 1,Term 2 ,Term 3.	**Digital Learning** - Principal and Deputy Principal Whole School Staff	Teachers will be confident in their implementation of digital technologies across the curriculum.	Chromebooks Staff laptops Aladdin Schools Gsuite Timetable for buddy system for staff and pupils.

- Follow up Parental Surveys in November 2019
- Aquisition of 30 Chromebooks September 2022
- Acquisition of 6 touchscreen Chromebooks April 2024
- Cuntais Míosula, evidence of pupil work complete using digital technologies.
- September 2024 ;Senior Infants - 3rd are participants in Coding Ireland lessons
- October 2024 - Coding Ireland workshops for 4th-6th classes More booked for later in the academic year.
- Staff and Pupils (4th - 6th class) Surveys November 2024
- Staff Feedback at Staff Meetings and at CPD Days

4. Austism Classes

Selection of skills from 3rd-6th based on ability, relevance and experience to date. This will be decided and taught by the Autism class teachers on an individual case by case situation depending on the needs and ability of each individual pupil in St. Fergus NS Autism Classes.

- Welcome to the Internet (Html Heroes)
- Complete lessons from 3rd class upwards according to the needs , ability & appropriateness
- Resources: HtmlHeroes 1st/2nd & 3rd/4th
- All Aboard Digitown (9-12 year olds)
- Anti Bullying lessons
- Internet Safety week lessons

5.Relevant Documents/Information supporting this Policy:
- In completing this policy we were cognisant of Digital Strategy for Schools to 2027. [Digital Learning and Planning-Guidelines](#)
- In completing this policy SELFIE - European Commission Tool was used to survey School Management, Staff and Pupils(4th-6th class)
- Other documents or resources that guided and supported our plan were:
- [Preparation for Teachingnd and Learning - Circular from the DofE](#)

● [Digital Learning Framework for Primary Schoolsf from PDST](#)

● DLPlanning.ie

● Webwise.ie https://www.webwise.ie/teachers/10-themes-of-digital-citizenship/

● Zeeko.ie

● Teachercpd.ie

- Scoilnet.ie
- INTO Facing the Future: Digital Learning and Wellbeing Consultative Conference on Education 2021(12-13November 2021) guidelines for a Digital Learning Plan?
- All Aboard for Digitown (Webwise)
- Html Heroes (Webwise)
- My Selfie and the Wider World (Webwise)
- The council of Europe Digital Citizenship Education Handbook (Council of Europe)
  - Childnet.com - Digiduck Stories (UK & European Council)

5.1Policies which have informed the development of our Digital Learning Plan:
- Acceptable Use Policy
- Code of Behaviour
- Anti-Bullying, S.P.H.E. and R.S.E. policies (Bí Cinéaltas)

The core values and message being communicated through these lessons also underpin the values outlined and highlighted in our Anti-Bullying, S.P.H.E. and R.S.E. and Wellbeing
lessons.
A suggested grid of lesson and activities for St.Fergus NS', Digital Learning Curriculum is include in Appendices:
Appendix 1 : Google Workspace -Gsuite guide
Appendix 2: Internet Safety guide
Appendix 3: Well being
Appendix 4: Being On-Line
Appendix 5: Rights On-Line

6. Review and Ratification
The St. Fergus NS, Digital Team will review this Digital Learning Framework in
the 2025/2026 school year.

Ratified at Board of Management Meeting on the 21st of January 2025.

Signed:

Canon Tim Curtin   Date: 21/01/2025
Canon Tim Curtin - Chairperson of BOM

Appendix 1 : Google Workspace -Gsuite guide

Digital Learning -Gsuite/Coding				
Class	**Junior Infants**	**Senior Infants**	**1st Class**	**2nd Class**
IT Teacher led Activities **Coding** **Typing** **Gsuite**	Introduce chromebooks/ iPad to pupils Rules when operating devises- position/food/ drink/storage Open/Close Turn on/ Turn off iPads Access computer activities led by class teacher - Starfall Introduction to Coding - Scratch junior	Access computer activities led by class teacher -Hit the Button Bee-bots Coding - Scratch junior	Access computer activities led by class teacher - Kahoot! Bee-bots Coding - Scratch junior	Introduction to Google Classroom. Introduce typing skills - Typing programme TTRS/Typing club Login with passwords. Sign out from the device. Coding - Scratch junior

Class	3rd Class	4th Class	5th Class	6th Class
Gsuite **Coding** **Typing**	Revision of basic Google Classroom skills. Coding- progression to Scratch from Scratch junior Follow teacher links. Open lessons on G.C. Continue typing skills development - Typing programme TTRS/Typing club Type on Google Doc. Submit a short assignment. Voice recording	Revision of basic Google Classroom skills. Typing programme - Typing Club. More typing in Google Docs. Creating and basic editing of Google Docs. Inserting images. Creating and using Jam boards/ Fig jam. Homework on Google Classroom. Coding-Scratch Voice recording	Revision of Google Classroom skills. Typing programme - Typing Club. Copy and Paste skills. Introduction of research skills and project work using Google slides. Use recommended safe internet search and adhere to copyright rules. Introduce collaborative skills on Google docs and slides. Basic editing skills using Google red/blue lines. Homework on Google Classroom. Coding-Scratch	Revision of Google Classroom skills. Further practise typing programme, typing own docs, slides, editing skills. Google forms. Copy and paste skills including images, text, video, sound. Ethical use of online. Information, citation of sources, explanation re plagiarism, more extensive project work especially re S.E.S.E. Homework on Google Classroom. Coding-Scratch

Appendix 2: Internet Safety guide

<table>
<tr><td colspan="9" align="center">Internet Safety</td></tr>
<tr>
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<td>Jnr Inf</td>
<td>Snr Inf</td>
<td>1st Class</td>
<td>2nd Class</td>
<td>3rd Class</td>
<td>4th Class</td>
<td>5th Class</td>
<td>6th Class</td>
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<tr>
<td>Internet Safety February & March
<i>This month will be used annually to promote competitions - poems, raps, slogans, posters etc. Lessons and videos are available on Webwise.ie and from 'My Selfie and the Wider World' EACH FEBRUARY</i></td>
<td>Digiduck Stories

Story 1
<i>Digi Duck's Big decision</i>

Story 2
<i>Digi Duck's Famous Friend</i></td>
<td>Digiduck Stories

Story 3
<i>Detec</i>

Story 4

Story 5</td>
<td>HTML Heroes 1st & 2nd Class

Lessons 1 & 2

Internet Code song</td>
<td>HTML Heroes 1st & 2nd Class

Lessons 3-5

Internet Code song</td>
<td>HTML Heroes 3rd & 4th Class

Lessons 1 -5</td>
<td>HTML Heroes 3rd & 4th Class

Lessons 6-10</td>
<td>My Selfie and the Wider World

Lesson 1: My Online World

Lesson 2: What is Cyberbullying?

Lesson 3: How bullying feels for those involved and how best to respond</td>
<td>My Selfie & Wider World

Lesson 4: You've been framed: Responsible digital photo sharing Lesson

5:#UP2USAgree an Online Code</td>
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<tr>
<td>Cyber Bullying Lessons as part of Anti Bullying- Break through the clouds of Bullying

FUSE lessons (5th/6th Class)</td>
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<td><i><u>Break through the cloud of Bullying</u></i>

Feb – Exercise 1.2.5 Cyber Bullying Cinema Commercial</td>
<td><i><u>Break through the cloud of Bullying</u></i>

Feb – exercise 1.3.6 Cyberbullied – Emma's Story</td>
<td><i><u>Break through the cloud of Bullying</u></i>

Feb- 1.4.3 Powerpoint anti-cyber bullying

Mar- Exercise 1.5.4: BackMeUp - Anti-cyberbullying Community Service Announcement</td>
<td><i><u>Break through the cloud of Bullying</u></i>

Feb -Exercise 1.5.5 Powerpoint anti-cyber bullying

Feb- Exercise 1.5.6 Talent show- Cyberbullying prevention commercial

<i><u>FUSE</u></i>
Mar - Lesson 1 'How to be a good friend online'

Mar- Lesson 2 'Cyberbullying versus</td>
<td><i><u>Break through the cloud of Bullying</u></i>

Feb- Exercise 1.6.3 Cyber- bullying Tips

Feb – Exercise 1.6.4 Child net International Cyber-bullying – Exercise 1.6.5

<i><u>FUSE</u></i>
Mar - Lesson 1 'How to be a good friend online'

Mar- Lesson 2 'Cyberbullying</td>
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							online conflict' **Mar - Lesson 3 'Bystanders'**	versus online conflict' **Mar - Lesson 3 'Bystanders'**

Appendix 3: Well being

	3rd Class	**4th Class**	**5th Class**	**6th Class**
Wellbeing				
	Sept: Welcome to the Internet (Html Heroes, Web wise)	Welcome to the Internet (Html Heroes Web wise)	Welcome to the Internet (Html Heroes)	Welcome to the Internet (Html Heroes)
Health & Wellbeing	Putting feelings into words and emojis pg 39 (All Aboard Digitown A.A.D)	Activity 12 pg 41 Improving our Online Habits (All Aboard Digitown)	Activity 11 pg 40 Keeping track of time online (All Aboard Digitown)	The Magic Pills PG 37 (All Aboard Digitown) + Activity 10 pg 38
e Presence and Communicati on	Zeeko.ie - Guide to Behaviour Online	Exercise 15 pg 45 Comparing Oral and Written Communication (All Aboard Digitown)	Pg 44 Activity 14 Mapping our Digital Footprint (All Aboard Digitown)	Ex 16 pg 46 Netiquette Being Polite and Respectful Online (All aboard Digitown)
Ethics and Empathy	A lesson from the past pg 30 & 31 (All Aboard Digitown)	Activity 8 pg 32&33 - Feelings in words and emojis (A. A.D)	Ex 13 A Cyberbullying Maze pg 35 (A.A.D)	Ex 12 - Puzzle Rocketing back to the land of civility pg 34 (A.A.D)

Appendix 4: Being Online

Being Online				
	3rd Class	**4th Class**	**5th Class**	**6th Class**
Access and Inclusion	Ex 3 Activities and School Online (A.A.D pg. 13)	Ex 4: Online Friends and Troublemakers (A.A.D pg. 14)	Act 3: Make your own jigsaw/ Differences are fun (pg. 16-16 A.A.D.)	Revision of 3rd-6th lessons to date.
Learning and Creativity	Activity 4 : Creating apps pg. 17 Ex 5: Crossword on the Internet (pg. 19 A.A.D)	Ex 6 Finding Hidden Numbers (pg. 20 A.A.D)	Search engines to discover more about people and places (pg. 21 A.A.D.)	Genius Hour/Passion Pursuits Project https://www.wearetea c hers.com/what-is genius-hour/
Media and Information Literacy	Ex 8. Tools we find in a Media Lab (A.A.D pg. 23)	Ex 9. Try the Media Quiz pg. 23 A.A.D	Real or Fake (pg. 25 A.A.D) Online and offline, Spot the Difference (pg. 27 A.A.D)	Search engines First is not always best (pg. 26 A.A.D)

Appendix 5: Rights Online

Rights Online				
	3rd Class	**4th Class**	**5th Class**	**6th Class**
Active Participation	Html Heroes Lesson 2: Searching the internet	Html Heroes Lesson 6: Respectful Communication Online	Visit www.allaboutexplorers.com - Understanding fake information online	A.A.D Act 17 Working Together on a Community Project pg. 54
Rights and Responsibilities	Html Heroes Web wise: Lesson 4: Pupils ability to access the internet without taking unnecessary risks	Html Heroes Lesson 7: Anonymous Online Lesson 8: Chat wise assessment	A.A.D Activity 18 & 19 pg. 56 Children's rights and what we can do about them? People who fought for their rights pg.	A.A.D. Ex 20 My Rights and Responsibilities on the Internet pg. 57 Act 20 Declaration of Digital Citizens Rights
Privacy and Security	Html Heroes Lesson 3: What can I trust online?	Html Heroes Lesson 5 My Information Online	A.A.D. Activity 23 Rob to the Rescue pg. 62 Ex 23: Knowing when you are connected pg. 63	A.A.D Act 24 Understanding Facial Recognition pg. 63 Ex 24 Privacy Quiz pg. 64
Consumer Awareness			A.A.D Ex 22 Learning about Artificial Intelligence pg. 68	A.A.D. Learning about our Carbon Footprint pg. 69 Ex 28 Try the Carbon Footprint test pg. 69