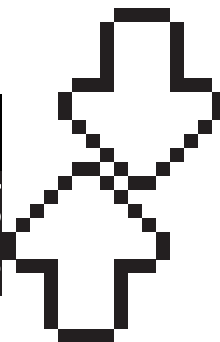


# CLASS 7: Reflecting on online Rights



## CSPE Curriculum Mapping:

### CONCEPT:

Human Dignity; Rights & Responsibilities;

### METHODOLOGY:

Discussion; brainstorming

### AIMS:

- To promote a familiarity with the idea of rights and responsibilities including those online

### LEARNING OUTCOMES:

After completing the lesson, students should:

- Have critically reflected on their own online rights

## ICT Framework Links:

### LEARNING OUTCOMES:

Students, having completed this lesson, should be able to:

- *Demonstrate understanding and critical awareness of the contribution of New Media to the individual and to our society*

### DEMONSTRATION OF LEARNING:

Students using this lesson will have opportunities to:

- *Assess the impact that New Media has on the individual and society*
- *Analyse and discuss the advantages and disadvantages of widespread use and reliance on New Media technologies*
- *Investigate the challenges and solutions New Media present in our community/country*

## OVERVIEW:

This lesson involves a simple activity which allows students to reflect further on the subject of their online rights and responsibilities.

## REQUIREMENTS:

- **Arrange the furniture in a way that allows easy access and movement of persons in the classroom**
- **Simplified text of the UN Convention on the Rights of the Child** (see appendix – page 53)

### STEP 1:

Divide the class up into groups and give each group a copy of a simplified version of the Convention on the Rights of the Child (CRC).

### STEP 2:

Each group will then have the task of reading through the Convention and identifying which rights, in their opinion, are most directly related to New Media, giving grounds for each choice.

### STEP 3:

Ask the students, divided into groups of two to three persons, to re-write one of the rights envisaged by the CRC on an A4 sheet and hang it up somewhere in the room, thinking of it as an online right that every child, should be entitled to.

### STEP 4:

Then ask each student how they interpret that particular right, why he or she made that particular choice and to tell a story, an anecdote, a news item he or she knows about or an event experienced personally, in which that right has been violated or promoted.

### STEP 5:

Repeat the activity using other criteria, by, for example, choosing the right that least affected them, the right they would choose to discard, the right that in their view is most frequently violated online, and so on.

### STEP 6:

As a homework activity, ask students to choose one of the rights chosen by the class. Ask them to illustrate how that right comes under threat in the form of a drawing, collage of images or a story.

