CSPE Curriculum Mapping:

CONCEPT:
Human Dignity; Rights & Responsibilites;

METHODOLOGY:
Establishing key words & key messages

AIMS:
- To summarise the learning of the previous classes through identifying key words and key messages
- To encourage students to consider how they can help others to become aware of privacy and internet safety issues

LEARNING OUTCOMES:
After completing the lesson, students should:

- Have an awareness of the key messages behind the issue of online privacy
- Be conscious of the threats posed to privacy online
- Consider their responsibility to younger students in making them aware of the dangers

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:

- *Discuss and agree the consequence of inappropriate and irresponsible use of New Media (e.g. accessing or posting inappropriate or harmful material, etc.)*
- *Respect the rights and feelings of others when using New Media*
- *Discuss and demonstrate appropriate care when using social networking websites*

OVERVIEW:

This is a summary class to pull together all the learning from previous classes. Through deciding on key words, students will establish for themselves the key messages around the threats to privacy which exist online.

REQUIREMENTS:

- **A set of tables with the letters T H I N K (provided) — One between two students**

STEP 1:
To summarise the work covered, brainstorm as in class 1 how students now feel about the issues. Make a list of the keywords which have arisen.

STEP 2:
Put the letters **C L I C K** on the board/flipchart. Ask students to suggest a relevant keyword for each letter. Use the table provided for suggested words and suggested related talking points. linking words, which will be necessary.

Suggested C L I C K keywords

C   *Be* **CAREFUL** *with all personal details e.g. passwords, phone numbers — share with no one.*

L   **LAWS** *There are laws protecting your right to privacy in the UDHR and the Constitution, etc.*

I   **INTERNET** *Friend or Foe?*

C   **CYBERBULLYING** *How does this compare to other forms of bullying.*

K   **KNOW YOUR RIGHTS** *Stress the importance of knowing what privacy we are entitled to.*

STEP 3:
Then present the students with the blank table following the letters **T H I N K.** In pairs, ask the students to complete the table with the idea of using their keywords to help younger students become aware of the issues of privacy and internet safety. A sample table is included.

STEP 4:
Invite each pair of students to briefly present their table to the class. Possibly offer an incentive of a prize for the most original table.

Sample completed T H I N K *table:*

T	**TRUST** no-one on the internet.
H	Don't hesitate to ask for **HELP.**
I	**IGNORE** people you don't know on social networking sites.
N	**NEVER** post your details.
K	**KEEP** safe on the internet.

Blank T H I N K table:

T	
H	
I	
N	
K	