

About the Resource	03
Introductions	08
CLASS 1: What is Privacy?	15
CLASS 2: My Autobiography	19
CLASS 3: The Images	21
CLASS 4: Simulation: Privacy Under Threat	25
CLASS 5: Debating the Issues	27
CLASS 6: What the Laws Say	29
CLASS 7: Reflecting on Online Rights	33
CLASS 8: The Committee	35
CLASS 9: The Tree of Solutions	37
CLASS 10: Think Before You Click	39
Watch Your Space Comic & Activity Sheet	41
ACTION PROJECT 1	49
ACTION PROJECT 2	50
APPENDIX	
The UN Convention on the Rights of the Child (CRC): A SUMMARY	53
The Webwise Charter of Online Rights of the Child	56
Watch Your Space Information & Advice Flyer	57
Information for Teachers	61

About this Resource

‘Think before you click’ has been specifically designed for teachers of Junior Certificate CSPE who wish to explore the issue of online privacy in the context of online rights and responsibilities. The ultimate aim of this resource is to empower students to be effective, autonomous and safe users of new media.

This resource sets out to make students aware that when online, just as in all other aspects of their lives, individuals have human rights. Everyone is responsible for their actions towards other people and for the safeguarding of other people’s rights. This is particularly pertinent in the more interactive realm of Web 2.0 where online communities are largely unregulated and rely on the community members to moderate them by reporting inaccuracies, potentially defamatory comments, and posting of inappropriate content.

The methodology employed by this resource guides students through the issues using active methods to stimulate discussion and allows students the space to consider how these issues affect them personally, how to assert their online rights, and how to respect the rights of their peers.

The resource consists of 10 lessons which follow sequentially. However it is intended that the lessons could be adapted at the teacher’s discretion. Each class comprises aims, learning outcomes, CSPE and ICT curriculum mapping and a step by step guide. Several of the lessons include worksheets and in-class handouts which teachers are invited to photocopy for distribution in class.

An additional comprehension exercise entitled *Watch Your Space* is included after the class plans, along with a comprehensive outline of how to carry out two action projects – an *Internet Safety Survey* and *Creating a Charter of Online Rights and Responsibilities*.

The appendix contains a range of further information for teachers, designed to facilitate classes and to help answer students’ questions.

This resource pack can also be downloaded at www.thinkb4uclick.ie

About the NCTE

The **National Centre for Technology in Education (NCTE)** is an Irish Government agency established to provide advice, support and information on the use of information and communications technology (ICT) in education. Its overall objective is the integration of ICT in learning and teaching.

Webwise is the Irish Internet Safety Awareness Centre managed by the NCTE. *Webwise* provides parents, teachers, and children with educational resources, advice and tools promoting safer more effective use of internet and mobile phone technologies. The work of the *Webwise* initiative is supported by funding from the Department of Education and Science and the European Commission's Safer Internet Programme.

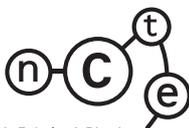
NCTE, Dublin City University, Dublin 9

TEL: 01 700 8200

FAX: 01 700 8210

EMAIL: internetsafety@ncte.ie

www.ncte.ie



National Centre for Technology in Education
Ionad Náisiúnta don Teicneolaíocht san Oideachas

About the ICCL

The **Irish Council for Civil Liberties (ICCL)** is Ireland's leading independent human rights watchdog, which monitors, educates and campaigns in order to secure full enjoyment of human rights for everyone.

Founded in 1976 by Mary Robinson and others, the ICCL has played a leading role in some of the most successful human rights campaigns in Ireland. These have included campaigns resulting in the establishment of an independent Garda Síochána Ombudsman Commission, the legalisation of the right to divorce, more effective protection of children's rights, the decriminalisation of homosexuality and the introduction of enhanced equality legislation.

We believe in a society which protects and promotes human rights, justice and equality.

What we do:

- *Advocate for positive changes in the area of human rights;*
- *Monitor government policy to make sure that it complies with international standards;*
- *Conduct original research and publish reports on issues as diverse as equal rights for all families, the right to privacy, police accountability and judicial accountability;*
- *Run campaigns to raise public and political awareness of human rights, justice and equality issues;*
- *Work closely with other key stakeholders in the human rights, justice and equality sectors.*

For further information contact:

Irish Council for Civil Liberties, 9-13 Blackhall Place, Dublin 7

TEL: 01 799 4504

FAX: 01 799 4512

EMAIL: info@iccl.ie

www.iccl.ie

Acknowledgements

This teaching resource pack was developed jointly by the NCTE and the ICCL, in cooperation with the Citizenship Education Support Team of the Second Level Support Service (SLSS).

The NCTE would like to acknowledge Elisabetta Papuzza, Cristiana de Paoli, Mauro Cristoforetti and Maria Elisa Marzotti of Save the Children Italy for their input into the pack.

The ICCL would like to thank Edel Quinn, who provided initial research for the pack; Kathryn Moore of St. Dominic's College, Cabra, Dublin, for her work in developing the pack; and Conor Harrison, National Co-ordinator – CSPE, Citizenship Education Support Team of the Second Level Support Service and CDVEC Curriculum Development Unit.

The ICCL and Kathryn Moore would like to thank Caroline Lane and the students in St. Dominic's College, Cabra, Dublin for their help during the in-class development of sections of this resource pack.

Jointly published by:

The Irish Council for Civil Liberties
9-13 Blackhall Place
Dublin 7
www.iccl.ie

and

The National Centre for Technology in Education
Dublin City University
Dublin 9
www.ncte.ie

INTRODUCTIONS



Introduction from the NCTE

The growth of online tools provides a wealth of opportunities for young people to write about their lives, talk and, more importantly, a place where their friends can find them. Young people are enthusiastic about actively sharing personal information and opinion. Teenagers, having a heightened need to communicate and to be included in social networks, willingly exploit these online facilities and push the boundaries of the technology to their ends.

Many teenagers see these online areas as private and free from adult and parental control but allowing opportunities for regular and instant communication with peers. However, as we feel our way in this massive social experiment, some downsides of this phenomenon have emerged. Balancing empowerment and protection is crucial, increasing online access and use tends to increase online risks. Conversely, strategies to decrease risks can restrict children's online opportunities, possibly undermining children's rights or restricting their ability to cope independently.

The NCTE, the ICCL and the Citizenship Education Support Team of the SLSS have worked together in a positive way to develop this educational resource which will be used by schools to empower young people to be more effective and safer users of new media for identity, sociality, creativity and education. Promoting the concept of online rights and responsibilities, this resource will help to advance young people's use of new media from initial enthusiasm towards civic participation.

Parents, schools, and service providers all have key roles to play in protecting children and educating them in the responsible use of new communications technologies. While schools cannot have sole responsibility for dealing with cyber bullying, education plays a central role in communicating risks and effective risk reduction strategies to children, young people and parents. Effective educational approaches integrate parents as active facilitators of their children's media literacy and foster an ability in children to manage potential risks in online environments.

The National Centre for Technology in Education (NCTE) is focused on empowering children and young people to be safer, more effective and responsible internet users for life. The measures undertaken by the NCTE include:

- The website www.webwise.ie – a key resource on internet safety, advice and guidance for pupils, teachers and parents.
- Internet safety seminars for parents in schools nationwide, in partnership with the National Parents Council (NPC).
- Providing internet safety training for teachers.
- The development of integrated educational programmes.

The single biggest step we can take towards ensuring the safety of children online is for their parents to get involved in their online lives. The NPC Primary, working with the NCTE, has developed the 'Webwise Parents' Seminar' to take the mystery out of the internet for parents and to give them the skills to engage with their children's online lives.

The NCTE's continuing professional development programme offers a range of internet safety courses for teachers. To date, over 10,000 places have been filled on courses that provide teachers with advice and strategies for developing safe approaches to teaching and learning while using the internet.

The NCTE will remain at the forefront in promoting internet safety in Irish schools.

Jerome Morrissey

DIRECTOR

National Centre for
Technology in Education

Introduction from the ICCL

Why is Privacy Important?

Personal privacy is an essential part of human dignity and is crucial to the functioning of a democratic society. Privacy protects the autonomy of an individual and allows him or her to interact with society by his or her own free will. The right to privacy is protected under Irish law and international human rights law.

Increasingly in modern society, we are exposing our private lives to the eyes of others. This may be the Government, our friends or people we don't know and have never met. In turn, we are also engaging in activities which may infringe upon the privacy of others, e.g. posting pictures of our friends or families online without their permission.

With the advent of modern technology and an "information-based culture", mobile phones, the internet, CCTV and surveillance devices, place our privacy more and more under threat.

The ICCL believes that people should be aware of the privacy implications of their activities and how to protect themselves against threats to their privacy. This is particularly important when it comes to younger people.

This resource aims to assist teachers in educating their students about the meaning of privacy, and the rights and responsibilities that we all have where privacy is concerned. Given the internet's relevance to young people, the resource has a particular focus on online privacy, and on the importance of using the net responsibly in order to respect one's own privacy and that of one's friends.

Mark Kelly

DIRECTOR

Irish Council for Civil Liberties

Curriculum Mapping:

LESSON:	CURRICULUM MAPPING:	LEVEL:	CONCEPT/OBJECTIVE:	METHODOLOGY:
01. Define Privacy	CSPE	JC 1, 2 or 3	Human Dignity, Rights & Responsibilities	<i>Brainstorming</i>
	ICT Framework	Level 3	Develop a critical appreciation of the role of New Media in society	
02. Autobiography	CSPE	JC 1, 2 or 3	Human Dignity, Rights & Responsibilities	<i>My timeline</i>
	ICT Framework	Level 3	Develop a critical appreciation of the role of New Media in society	
03. The Images	CSPE	JC 1, 2 or 3	Human Dignity, Rights & Responsibilities	<i>Discussion; create a spider's web</i>
	ICT Framework	Level 3	Develop a critical appreciation of the role of New Media in society	
04. Simulation	CSPE	JC 1, 2 or 3	Human Dignity, Rights & Responsibilities	<i>Simulations of situations</i>
	ICT Framework	Level 3	Develop habits which reflect ethical, effective, and responsible use of New Media technologies	
05. Debating the issues	CSPE	JC 1, 2 or 3	Human Dignity, Rights & Responsibilities	<i>Walking debate; card matching activity</i>
	ICT Framework	Level 3	Develop habits which reflect ethical, effective, and responsible use of New Media technologies	

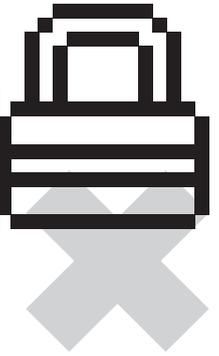
Curriculum Mapping:

LESSON:	CURRICULUM MAPPING:	LEVEL:	CONCEPT/OBJECTIVE:	METHODOLOGY:
06. What the Law Says	CSPE	JC 1, 2 or 3	Human Dignity, Rights & Responsibilities; Law; Democracy	<i>Brainstorming; key messages</i>
	ICT Framework	Level 3	Develop habits which reflect ethical, effective & responsible use of New Media technologies	
07. Reflecting on Online Rights	CSPE	JC 1, 2 or 3	Human Dignity, Rights & Responsibilities; Law; Democracy	<i>Discussion; brainstorming</i>
	ICT Framework	Level 3	Develop habits which reflect ethical, effective & responsible use of New Media technologies	
08. The Committee	CSPE	JC 1, 2 or 3	Human Dignity, Rights & Responsibilities; Law; Democracy	<i>Role play</i>
	ICT Framework	Level 3	Develop a critical appreciation of the role of New Media in society	
09. Tree of Solution	CSPE	JC 1, 2 or 3	Human Dignity, Rights & Responsibilities; Law; Democracy	<i>Panel discussion</i>
	ICT Framework	Level 3	Develop habits which reflect ethical, effective & responsible use of New Media technologies	
10. Think Before You Click	CSPE	JC 1, 2 or 3	Human Dignity, Rights & Responsibilities; Law; Democracy	<i>Establishing key words & key messages</i>
	ICT Framework	Level 3	Develop habits which reflect ethical, effective & responsible use of New Media technologies	

CLASSES I-10



CLASS 1: What is Privacy?



CSPE Curriculum Mapping:

CONCEPT:

Human Dignity; Rights & Responsibilities

METHODOLOGY: Brainstorming

AIMS:

- To establish the nature of 'privacy'
- To investigate the issue of 'privacy' for people in the public eye
- To consider how their own 'privacy' may be compromised

LEARNING OUTCOMES:

After completing the lesson, students should:

- Have an awareness of the nature of 'privacy'
- Be able to apply this knowledge to their own lives

ICT Framework Links:

LEARNING OUTCOMES:

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

- *Demonstrate an awareness of responsible and ethical use of New Media*

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 lesson is designed to help students gain an awareness and understanding of the nature of 'privacy'. Students will explore the issue of 'privacy' for famous people and consequently look at how the same issue could affect their lives.

REQUIREMENTS:

+ **Photographs of famous people.** The range of people chosen should include gender balance. It should also reflect the global diversity of Ireland today.

Famous people: suggested list –

- **Sport:** Robbie Keane; Tiger Woods; Sonia O'Sullivan
- **Politics:** Mary McAleese; Barack Obama; Brian Cowen
- **Music:** Bono; Amy Winehouse

+ **Homework worksheet for each student**

STEP 1:

Discuss the concept of privacy

Refer to article 16 of the UN Convention of the Rights of the Child (see appendix).

Ask students what they understand by privacy.

Note any keywords on flipchart/board. It may need to be pointed out that the issue of privacy affects people in many different contexts, not just the home.

STEP 2:

Show pictures & pose the questions

Do these people have any privacy?

If not, how is it taken away?

When are they entitled to privacy?

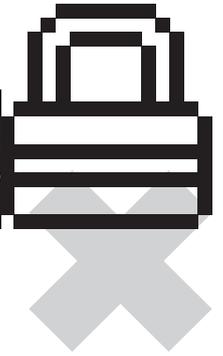
When are they not entitled to privacy?

Should this be happening?

Could you imagine yourself in that situation?

If you are not famous, can your privacy be taken away?

CLASS 1: What is Privacy?



STEP 3:

Ask students to now consider their own lives and in pairs discuss the questions:

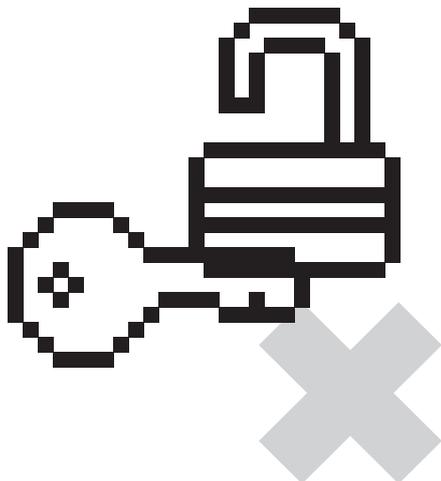
Is my life private?

When am I entitled to privacy?

When am I not entitled to privacy?

How can my privacy be taken away?

After about 5 minutes ask for feedback; from this feedback note any keywords, which may not have arisen in the previous discussion.



STEP 4:

Pose the following questions and ask students to consider each to write down Yes or No for each question:

01. Is there a photo of you on the internet?

02. Do you post your mobile phone number on a social networking profile?

03. Do you add people as “friends” that you don’t really know?

04. If you receive an email from someone you don’t know, do you open it?

05. Have you ever shared photos on the internet?

06. Have you ever sent unwanted text messages?

STEP 5:

Point out to students that if you answered yes to any of these then they may not have as much control over their privacy as they might think.

Divide the class into 6 groups and give each group one of the questions to discuss. After a short time, ask each group to report back their thoughts to the class.

STEP 6:

In summary, ask students to consider all the keywords, which have been collected around this discussion on privacy, and to note any which may have surprised them.

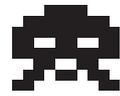
HOMEWORK:

With the collection of terms around privacy in mind, ask students to complete the homework worksheet *Is my Life Private?*

The worksheet is designed to be completed day by day for one week in which students consider all the ways they may be putting their privacy at risk.

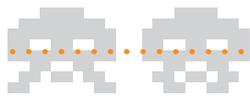
Is my Life Private?

Note any way in which you have put your privacy at risk this week



DAY 1:

DAY 2:



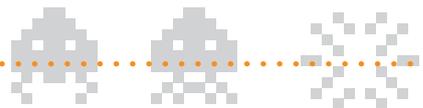
DAY 3:

DAY 4:

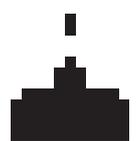


DAY 5:

DAY 6:



DAY 7:





CLASS 2: My Autobiography



CSPE Curriculum Mapping:

CONCEPT:

Human Dignity; Rights & Responsibilities

METHODOLOGY:

Creating my timeline

AIMS:

- To introduce students to the theme of New Media
- To explore students own knowledge and relationships with such tools

LEARNING OUTCOMES:

After completing the lesson, students should:

- Have had an opportunity to reflect on the role and significance of the internet and mobile phones have and continue to have in their lives

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 past, current and emerging technologies*
- *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*

OVERVIEW:

This lesson will give students an introduction to the theme of New Media (the internet and mobile phones in particular) using as a starting point the personal experiences of each student.

REQUIREMENTS:

+ Coloured A4 sheets of paper

+ A sheet of wrapping paper

+ Sticky-tape and paints

STEP 1:

Distribute the A4 sheets and ask each of the students to draw a timeline that represents the story of their life. It can be straight, curved or circular, as one chooses.

STEP 2:

Tell the students that they will all have about 20 minutes to recall at what point in their lives they first discovered the internet and mobile phones, and mark these events on their life timelines.

STEP 3:

Then, they should pinpoint when (and if) and how he or she began to first make use of them, visualizing and describing the memory of that precise moment.

STEP 4:

Finally, ask them to draw or describe, always on their timelines, a significant event in their personal life stories relating to their usage (if applicable) that has to do directly with them or persons they know.

STEP 5:

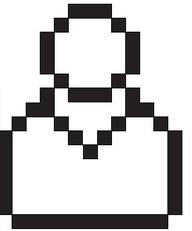
Once a student's own memory timeline is completed, anyone who wishes to do so can describe it in full to his or her fellow panel members. At the end, it will be possible to trace on the sheet of wrapping paper a very long line, starting from the year of birth of the youngest member of the class and reaching the current year and asking each one to mark the date of the event, taken from each individual's personal work, on this wider-ranging history of the class group.

HOMework:

Ask students to write a summary of the experience of drawing their own timeline. They should write an account of how it felt to be part of the time-line of the entire class.



CLASS 3: The Images



CSPE Curriculum Mapping:

CONCEPT:

Human Dignity; Rights & Responsibilities

METHODOLOGY:

Discussion; Creating a spider's web

AIMS:

- To stimulate and encourage students to reflect on their powers of imagination with regard to the internet and mobile phones
- To open up a route in a creative way while identifying themes to work on

LEARNING OUTCOMES:

After completing the lesson, students should:

- Have reflected on their powers of imagination in relation to the internet and mobile phones
- Have become familiar with certain terms relating to the use of these tools

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 past, current and emerging technologies*
- *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*

OVERVIEW:

This lesson will allow students an opportunity to consider the creative capacities of young people using the internet and mobile phones.

REQUIREMENTS:

- Newspapers and magazines
- Scissors, sheets of wrapping paper, scotch tape, glue stick
- Arrange the room seating in a horseshoe layout and leave the newspapers, magazines, and scissors on the room's most centrally-positioned table or surface area so that they are very clearly visible.
- Homework worksheet

STEP 1:

Explain to the class that the activity requires that they express themselves freely and openly about what they think about the internet and mobile phones (the activity can deal with both together or can focus on one and then the other, allotting separate time periods to the two).

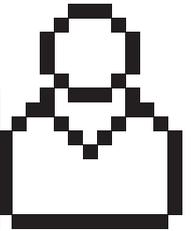
STEP 2:

Ask them to form groups of two and leaf through the newspapers and magazines, and then find and cut out a couple of images that represent or express their concept of the internet and/or mobile phones.

STEP 3:

Once cut out, each group will glue the images onto a sheet of paper hung up on a wall.

CLASS 3: The Images



STEP 4:

Taking turns from one end of the table to the other, the students will then be asked to choose an image among those displayed on the walls that best represents their idea of the internet or mobile phones. The images selected will be circled. They may also choose images that have already been chosen by other students.

STEP 5:

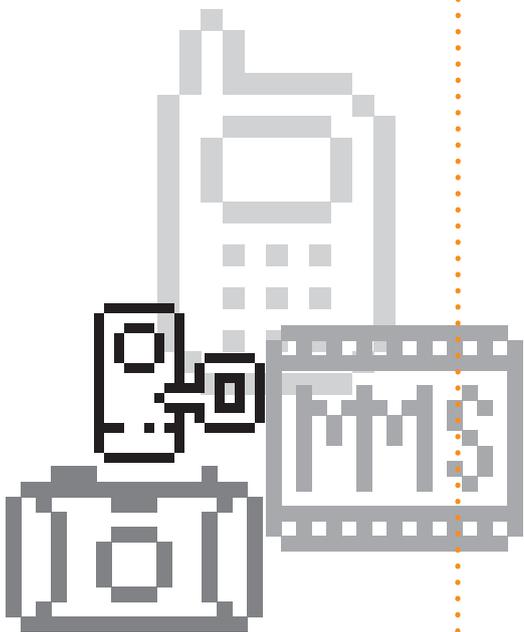
Then follow this stage by focusing attention on which images were chosen most and which the least, encourage them to tell you all the words that come to their minds while looking at the images, and write them up on the blackboard. Read out the words and, together as a group, try to identify those that are closest in meaning, having thematic contiguity, etc.

STEP 6:

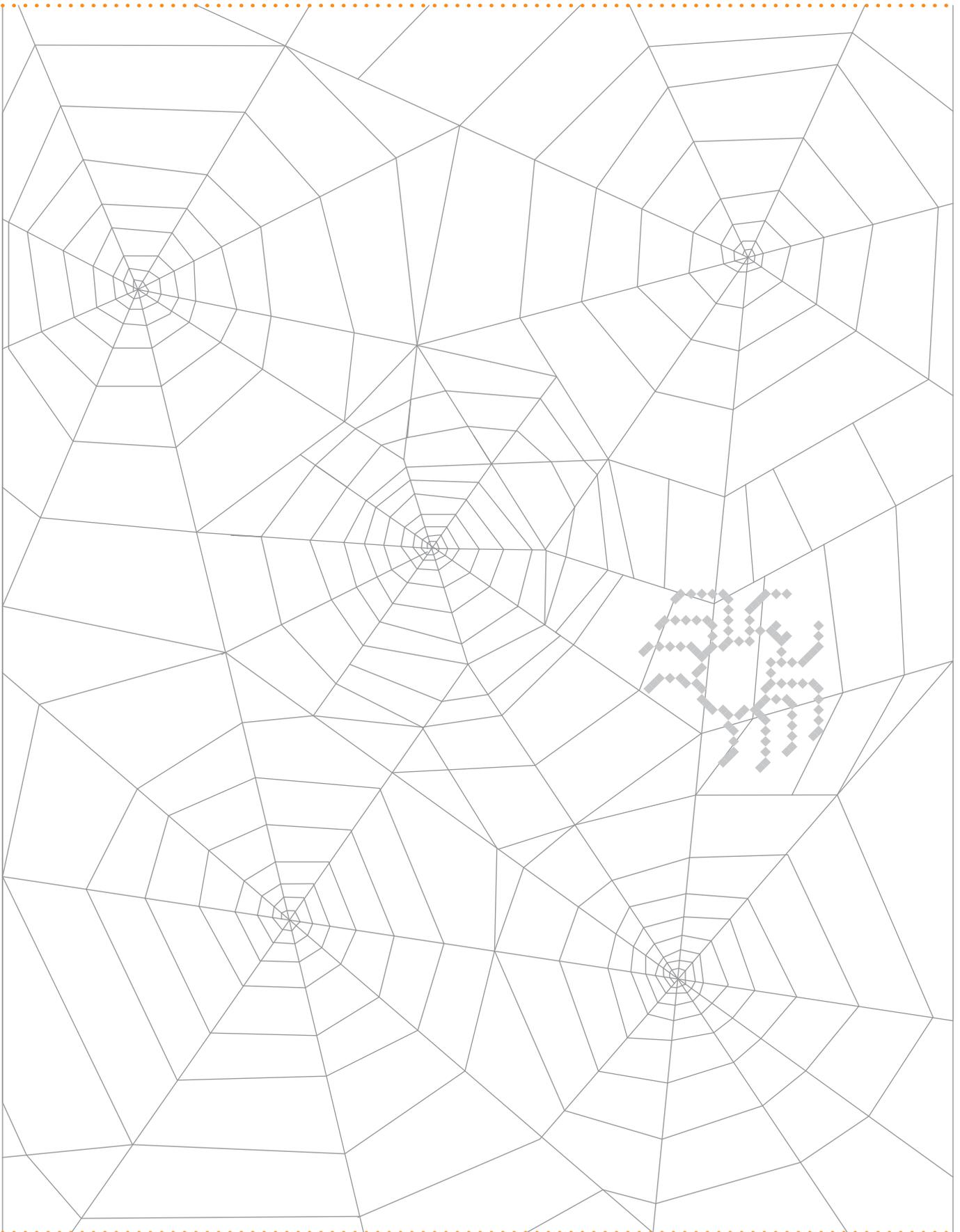
Have the students decide among themselves on the criteria to use in making these choices, but make sure to ask them to explain how and why they've chosen their criteria. Trace a line connecting the words the students have chosen to group together, so that you end up creating a sort of 'net', a spider's web of connecting ideas. You can then also point out the metaphor with the internet as a 'web' or network and reflect on the concept of a 'net' together with them. The worksheet overleaf may be used for this.

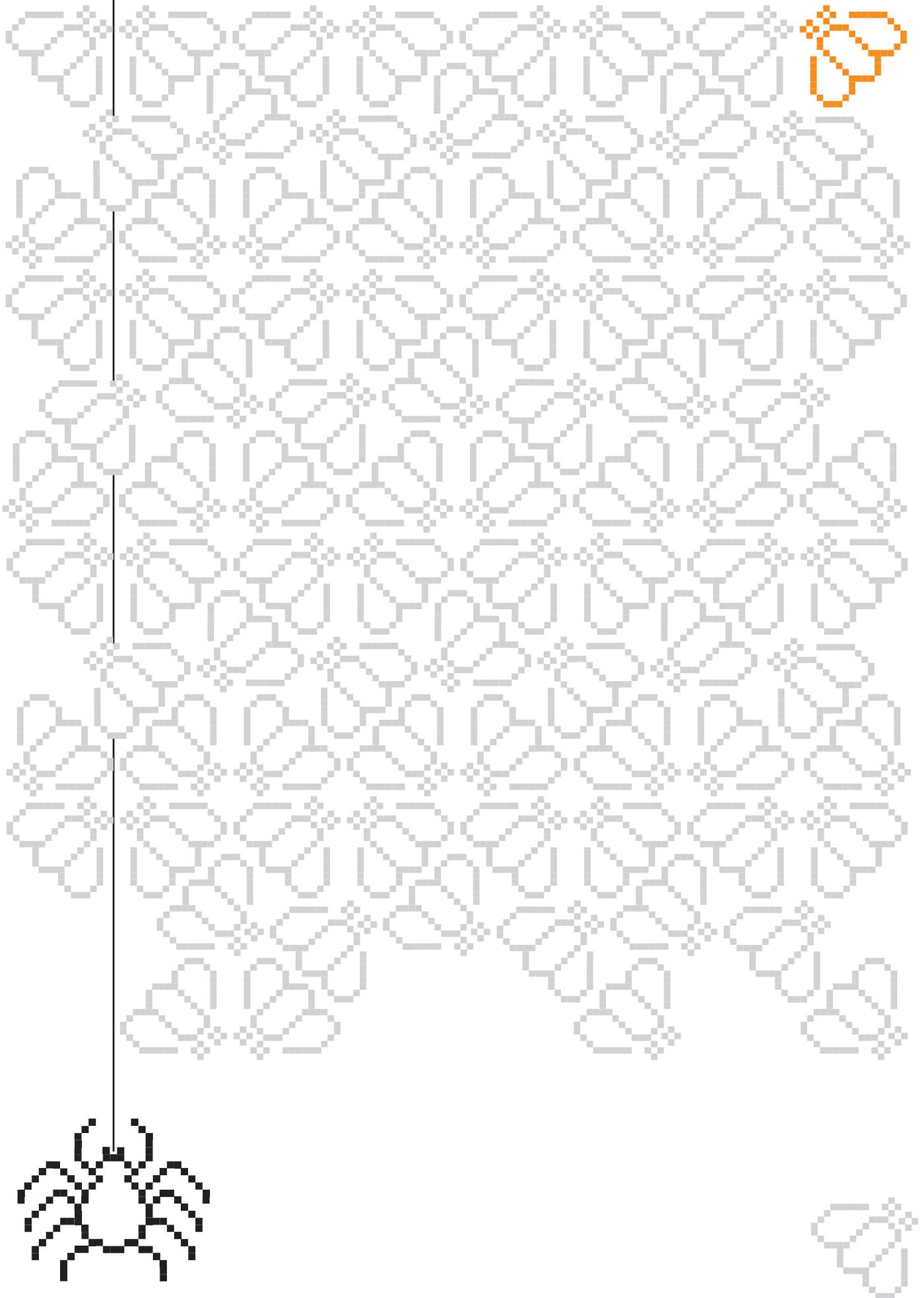
HOMEWORK:

Ask students to write a summary of the experience of drawing their own time-line. They should write an account of how it felt to be part of the timeline of the entire class.



Complete this spider's web with key words about the internet and mobile phones, connecting words that you feel should be grouped together.





CLASS 4: Simulation: Privacy Under Threat



CSPE Curriculum Mapping:

CONCEPT:

Human Dignity; Rights & Responsibilities

METHODOLOGY: Simulation of situations

AIMS:

- To help students have a more personal awareness of how threats to privacy can affect them and those close to them
- To explore how they might react should they experience a threat or breach of privacy in their own lives

LEARNING OUTCOMES:

After completing the lesson, students should:

- Be more aware of the many situations in which they or those around them may have their privacy compromised
- Have an awareness of what they can do should these situations arise

ICT Framework Links:

LEARNING OUTCOMES:

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

- *Demonstrate an awareness of, and comply with, responsible and ethical use of New Media*

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*
- *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:

Through simulation, students will experience the difficulties and frustrations of several situations in which their privacy is under threat, while exploring the solutions available.

REQUIREMENTS:

- **Copy of the Watch Your Space Information & Advice Flyer** (see appendix – page 57)
- **5 different role cards (provided); one card per pair of students**

STEP 1:

Distribute the Watch Your Space flyer to the class (*it may be useful to distribute the flyer as a homework reading assignment in advance of the class*).

Note that there are many different situations in which your privacy can be invaded online. Using the flyer as a point of discussion, ask the class to suggest situations, which could arise and note these on the board/flipchart.

STEP 2:

Divide the class into pairs; each pair must decide who is A and who is B. Then distribute the role cards and ask the students to role-play the situation.

STEP 3:

After about 10 minutes each pair must take a different situation and swap A/B roles.

STEP 4:

Take feedback from the class asking the following questions:

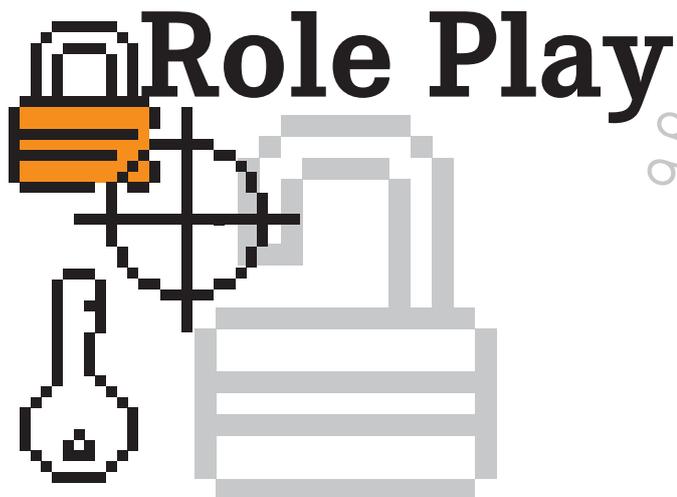
How did you handle the situations?

Were you left frustrated by any role you played?

Were you surprised by any of the reactions?

HOMEWORK:

Choose one of the roles you played in today's class. Now write a diary entry for that person writing how exactly you felt in the given situation.



Role Play

You have logged on to your personal page and some of the messages recently added are **hurtful or threatening**. You think a classmate may be responsible.

A: You
B: Classmate

You have put your mobile phone number on your social networking site and now you are receiving **threatening text messages**. You decide to inform your parents/guardian of the situation.

A: You
B: Parent/Guardian

Your parent/guardian has seen your page on a social networking site and is **not happy with some of the content** of the page.

A: You
B: Parent/Guardian

You find out that your 10-year-old brother/sister has a page on a social networking site and has included his/her **phone number on the page**.

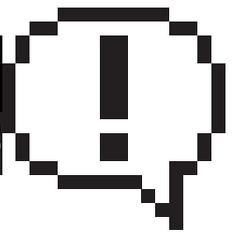
A: You
B: Brother/Sister

You go online and do an internet search of your own name. A photograph of you comes up taken by a friend and posted on the internet **without your permission**.

A: You
B: Friend



CLASS 5: Debating the Issues



CSPE Curriculum Mapping:

CONCEPT:

Human Dignity; Rights & Responsibilities

METHODOLOGY: Walking debate; card-matching activity

AIMS:

- To summarise the learning from previous classes through active learning
- To afford students the opportunity to debate the issues and give their opinion

LEARNING OUTCOMES:

After completing the lesson, students should:

- Be able to make an informed judgement on the threats posed by careless use of the internet
- Have developed the skills of how to keep safe when using the internet

ICT Framework Links:

LEARNING OUTCOMES:

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

- *Demonstrate an awareness of, and comply with, responsible and ethical use of New Media*

DEMONSTRATION OF LEARNING:

Students using this lesson will have opportunities to:

- *Assess the impact that New Media has on the individual and society*
- *Investigate the challenges and solutions New Media present in our community/country*
- *Respect the rights and feelings of others when using New Media*
- *Discuss and demonstrate appropriate care when using social networking websites*

OVERVIEW:

Having discussed the importance of protecting one's on-line privacy, students will now debate the issue among themselves. The walking debate will give every student the opportunity to express their opinion on the issues under discussion. Consequently the class will create their own slogan to highlight appropriate care around ensuring the safeguarding of their privacy.

REQUIREMENTS:

- Large *agree* and *disagree* signs
- A set of cards with words and blank cards for each group
- An A3 page for each group
- Set of colour markers

Note: Further information for teachers to facilitate discussion and answer students' queries can be found in the appendix.

STEP 1:

Place **agree** and **disagree** signs on either side of the room. Gather all students in the centre of the room.

I feel safe on my social networking site

Most teenagers are aware of the potential dangers online

Cyberbullying is not really bullying

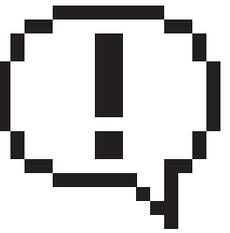
*The internet is a powerful resource
Under 18s are as much at risk as adults
when communicating online*

*Social networking sites are the
greatest invention of 21st century
communications*

STEP 2:

Invite students to indicate whether they agree or disagree with the following statements by standing under the agree or disagree signs:

CLASS 5: Debating the Issues



STEP 3:

Draw feedback from students after each statement is read. Ask why they took the position they did – note if any students changed position based on the contributions of others.

STEP 4:

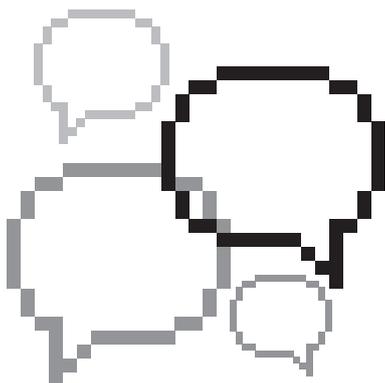
Divide the class into groups. Give each group a set of cards. The cards will contain terms which have arisen in previous classes. Explain that the words have to be put into statements which summarise the discussions on privacy and internet safety. (Blank cards should be included for any extra linking words, which will be necessary)

Suggested words:

<i>Anonymous</i>	<i>Bullying</i>
<i>Cyberbullying</i>	<i>Spam</i>
<i>Dignity</i>	<i>Privacy</i>
<i>Vulnerable</i>	<i>Rights</i>
<i>Respect</i>	<i>Children</i>
<i>Phishing</i>	<i>Privacy Policy</i>
<i>Responsibilities</i>	<i>Share</i>
<i>Blog</i>	<i>Social Networking Sites</i>
<i>Password</i>	<i>Offensive</i>
<i>Texts</i>	<i>Mobile Phone No.</i>
<i>Internet</i>	<i>Messages</i>
<i>Hyperlink</i>	<i>Cookies</i>
<i>Forever</i>	<i>Online</i>

STEP 5:

Ask students to write their statement on an A3 page and present as a graffiti wall. Put all on the classroom wall for all of the class to see.





CLASS 6:

What the laws say

CSPE Curriculum Mapping:

CONCEPT:

Human Dignity; Rights & Responsibilities;
Law; Democracy

METHODOLOGY: Brainstorming;
key messages

AIMS:

- To draw up a law protecting privacy
- To examine the rights and laws which exist both at a national and international level

LEARNING OUTCOMES:

After completing the lesson, students should:

- Be aware of the rights and laws which protect our privacy
- Have an understanding of the need for these laws and 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:

- *Discuss, develop, implement and evaluate policies and procedures relating to New Media*
- *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:

In this lesson students will examine privacy as a human right. First students will draft their own version of a law to protect privacy, and consequently will examine four documents which set out a right to privacy.

REQUIREMENTS:

- **Copy of the sheet of references to privacy in Bunreacht na hÉireann, the Universal Declaration of Human Rights (UDHR), the United Nations Convention on the Rights of the Child (CRC), the European Convention on Human Rights (ECHR) (The sheet is provided below. Simplified wording is also included)**
- **A copy of Desert Island Law sheet for each group**

STEP 1:

Ask students to consider who is protecting their interests. Guide the brainstorm from personal to global in concentric circles.

STEP 2:

Refer to laws and rights. Ask where laws and rights protecting privacy are included, and where should they be included. Aim to elicit from the students the following: Bunreacht na hÉireann /Universal Declaration of Human Rights/ Convention on the Rights of the Child/European Convention on Human Rights.

STEP 3:

Divide the class into groups of five. Give each group a copy of the handout *Desert Island Law*. Ask each student to imagine they are making the laws for a new country, and then write a law protecting privacy.

STEP 4:

Invite a reporter from each group to share their laws with the class and particularly how they would protect privacy.

STEP 5:

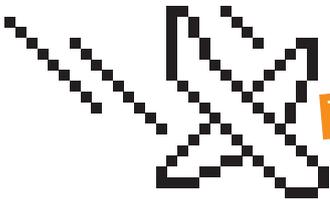
Distribute the document naming the references to privacy in each of the four rights documents. Ask students to discuss in groups the differences between the laws they decided on and those from the four documents.

Desert Island Law

Imagine that you were a passenger on an aeroplane which got into difficulty and was forced to land on an island in the middle of nowhere.

There are 250 passengers and crew on board.

Your chances of rescue are very slim. However, there is a limited supply of food, water and shelter available on the island.

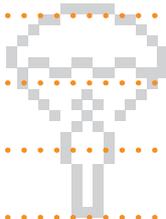


List 5 Laws you need to make in order to survive...
Include a law protecting privacy



.....
.....
.....
.....

#1

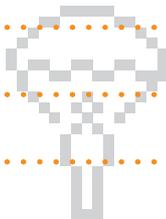


#2

#3

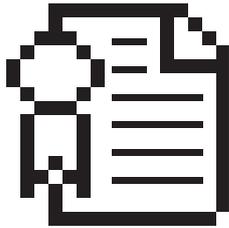


#4



#5





Bunreacht na hÉireann

CONSTITUTION OF IRELAND

Article 40.3.2:

The State shall, in particular, by its laws protect as best it may from unjust attack and, in the case of injustice done, vindicate the life, person, good name, and property rights of every citizen.

or **Everyone has the right to their 'good name'.**

Universal Declaration Of Human Rights (UDHR)

Article 12:

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

or **The law must protect everyone from attacks against their private life, family life, home life, correspondence, honour or reputation.**

United Nations Convention on The Rights of the Child (CRC)

Article 16:

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.
2. The child has the right to the protection of the law against such interference or attacks.

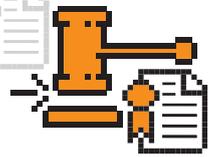
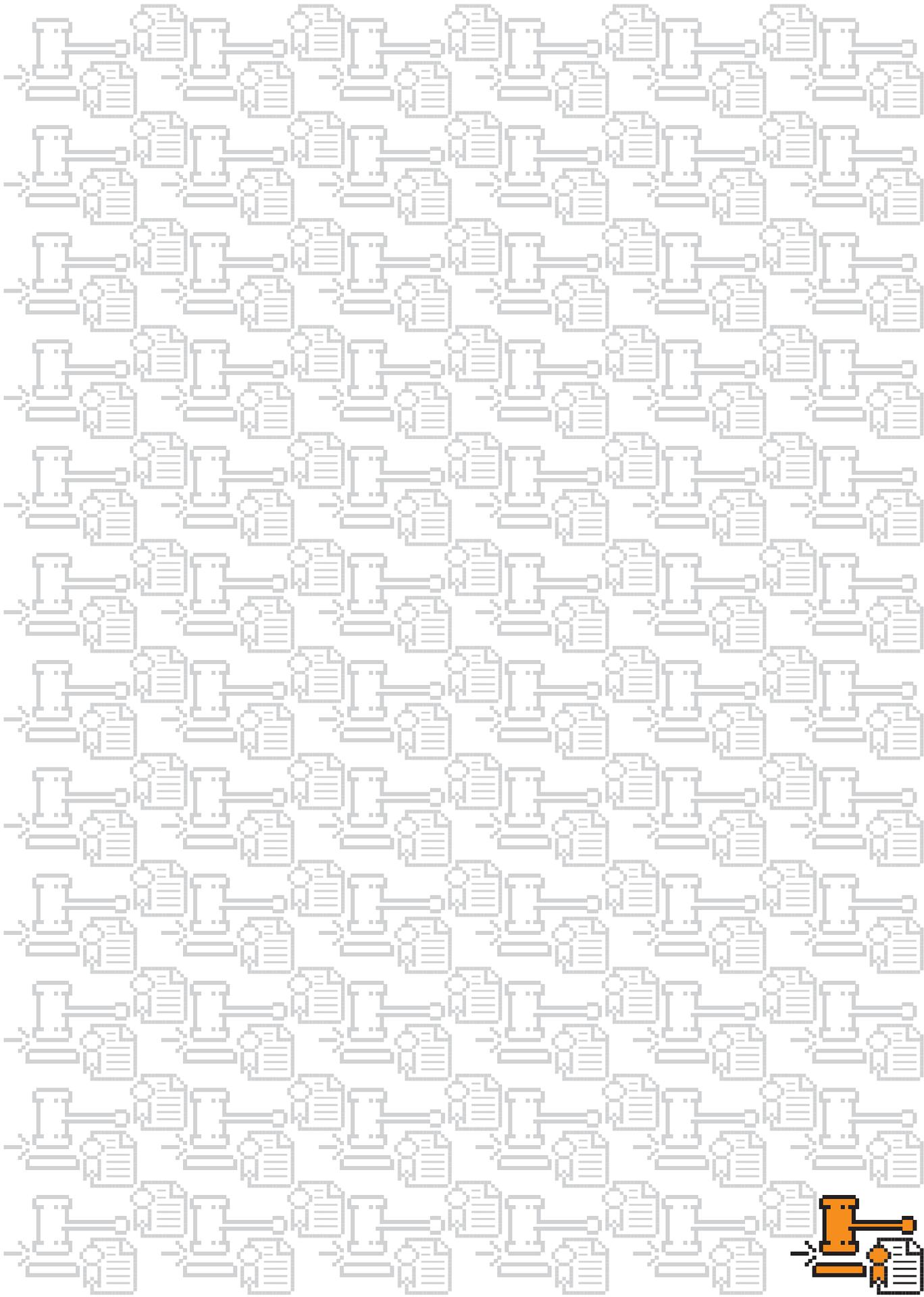
or **Every child has the right to privacy.
The law should protect the child's private, family and home life.**

European Convention On Human Rights (ECHR)

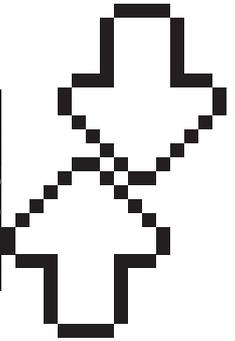
Article 8:

1. Everyone has the right to respect for his privacy and family life, his home and his correspondence.
2. There shall be no interference by a public authority with the exercise of this right except such as is in accordance with the law and is necessary in a democratic society in the interests of national security, public safety or the economic well-being of the country, for the prevention of disorder or crime, for the protection of health or morals, or for the protection of the rights and freedoms of others.

or **Everyone's private life and home life should be protected. It may be possible to interfere in someone's private or home life but only in certain circumstances.**



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:

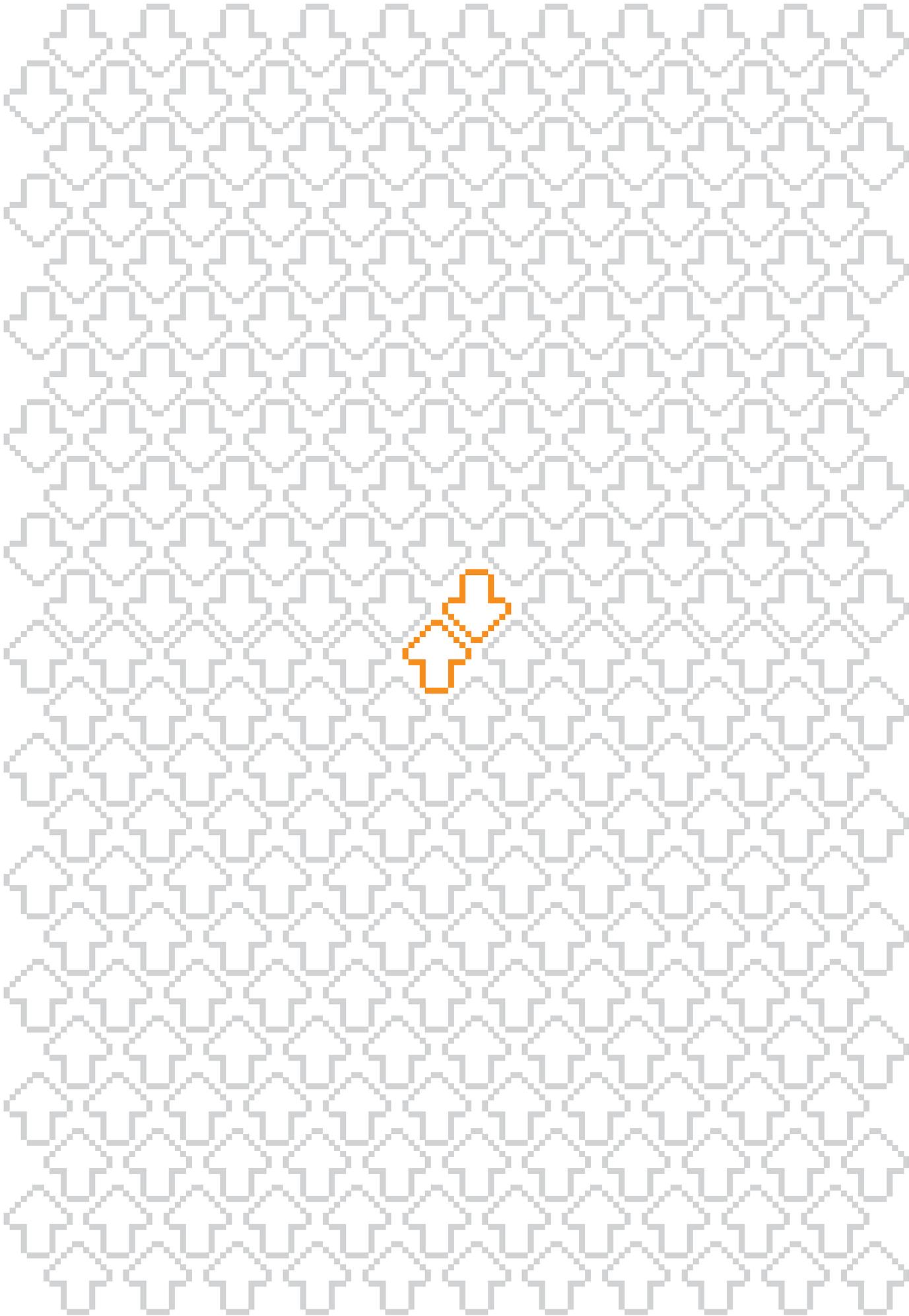
Then ask each student how they interpret that particular right, why he or she made that particular choice and to tell a story, an anecdote, a news item he or she knows about or an event experienced personally, in which that right has been violated or promoted.

STEP 5:

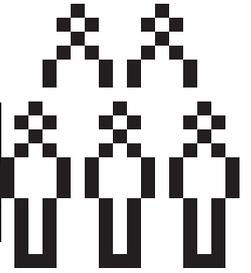
Repeat the activity using other criteria, by, for example, choosing the right that least affected them, the right they would choose to discard, the right that in their view is most frequently violated online, and so on.

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.



CLASS 8: The Committee



CSPE Curriculum Mapping:

CONCEPT:

Human Dignity; Rights & Responsibilities;

METHODOLOGY: Role-play

AIMS:

- To encourage students to come up with ways to safeguard and promote their online rights

LEARNING OUTCOMES:

After completing the lesson, students should:

- Have reflected on their own online rights with a critical approach
- Come up with concrete motions and proposals relating to safeguarding and promoting online rights
- Have exercised their ability to put their own online rights into practice

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, develop, implement and evaluate policies and procedures relating to New Media*
- *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*
- *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*

OVERVIEW:

This lesson involves a role-play in which students are divided into groups. Each group represents a point of view shared by parents, teachers and students respectively. Each group must select three online rights and hypothesise during an entire class group session some corrective measures or put forward practical proposals so that the selected rights can become fully respected.

REQUIREMENTS:

- White sheets, pens
- Webwise Charter for Online Rights (see appendix - page 56)
- Arrange the space so that there are three separate work areas
- Role-playing sheets

STEP 1:

Divide the students into three groups. Create a setting and tell them that each of their groups represents a Committee made up by teachers, parents and students. The Government wants to pass a law to promote and protect online rights and, in order to do so, would like to consult them and take their suggestions. Each Committee can select three online rights to work on.

STEP 2:

Explain to the class that people's human rights are protected not only by refraining from taking action that harms them, but also taking positive preventative action to protect them from harm.

STEP 3:

Having chosen the rights they wish to work on, each group will need to come up with some concrete actions to be undertaken so that those rights can become respected and encouraged. The selected actions and measures will need to be formulated as proposals to the Government.

STEP 4:

A plenary session is then held in which rights and proposals are shared.





CLASS 9:

The Tree of Solutions

CSPE Curriculum Mapping:

CONCEPT:

Human Dignity; Rights & Responsibilities;

METHODOLOGY: Panel discussion

AIMS:

- To stimulate an organic and in-depth discussion about critical abilities associated with internet and mobile phone use
- To devise possible key messages that could help students to use these tools in a more informed and competent way

LEARNING OUTCOMES:

After completing the lesson, students should:

- Have identified the principal critical abilities required by internet & mobile phone users
- Have developed some possible ways of successfully confronting the types of critical views that surface
- Have formulated a collective way of reflecting on their own online rights critical views that surface

ICT Framework Links:

LEARNING OUTCOMES:

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

- *Demonstrate understanding & critical awareness of the contribution of New Media to the individual & to our society*
- *Demonstrate an awareness of, & comply with, responsible & ethical use of New Media*

DEMONSTRATION OF LEARNING:

Students using this lesson will have opportunities to:

- *Discuss, develop, implement and evaluate policies & procedures relating to New Media*
- *Assess the impact that New Media has on the individual and society*
- *Analyse and discuss the advantages & disadvantages of widespread use & reliance on New Media technologies*
- *Investigate the challenges & solutions New Media present in our community/country*
- *Discuss & agree the consequence of inappropriate & irresponsible use of New Media (e.g. accessing or posting inappropriate or harmful material, etc.)*

OVERVIEW:

Critical abilities linked to internet and mobile phone use.

REQUIREMENTS:

- Large sheets of paper
- Felt-tipped pens
- Arrange the various sub-groups, made up of no more than six persons, so that they can easily work independently

STEP 1:

Ask the students why they (if they do) use the internet and mobile phones. Note down these answers on a board with layered sheets. Most probably, it will become apparent that the internet and mobile phones are rather complex tools as, aside from functioning as means of communication, they also perform a number of other functions, such as ways of searching for information. This will in fact justify the need for several different work groups: for example, one group could work on the internet as a research tool, another on the internet as a communication tool, and one on mobile phones (once again selecting a specific function to work on).

STEP 2:

Before dividing them up into groups, introduce the activity by explaining that it has to do with teamwork that can help find practical solutions to problems often encountered while using the internet and mobile phones.

STEP 3:

Once divided into groups, explain that the students will have to draw a tree in which:

The trunk represents the subject-matter or topic

The roots represent the potential problems and risks

The branches represent their possible solutions

STEP 4:

At the end, each group presents its tree to the entire group, and the other groups are encouraged to join in and discuss each others presentations.

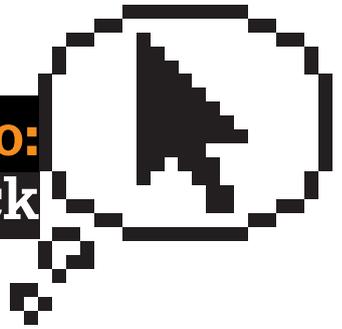
STEP 5:

Then divide the panel into groups of two and ask each pair to choose three problems from those that have emerged and to try to come up with advice they could offer someone facing those problems, taking their cues from the solutions suggested by the tree. Then ask the pairs to try to transform those pieces of advice into potential rights.

Note: *This exercise could lead directly to Action Project 2.*



CLASS 10: Think B4U Click



CSPE Curriculum Mapping:

CONCEPT:

Human Dignity; Rights & Responsibilities;

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.

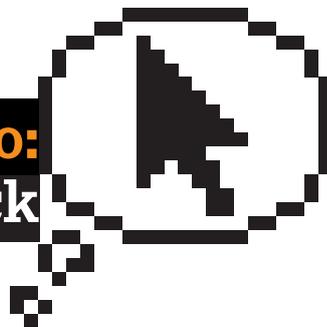
STEP 3:

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.

CLASS IO:
Think B4U Click

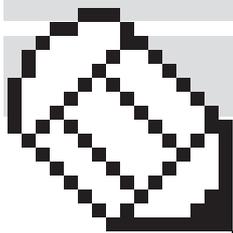


Sample completed T H I N K table:

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.

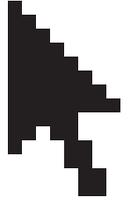
Blank T H I N K table:

T	
H	
I	
N	
K	



Watch Your Space

COMIC STRIP ACTIVITY



OVERVIEW:

As a summary of the learning from all previous classes, the cartoon 'Watch your Space' may be used in different ways. The teacher may choose to use this cartoon as a comprehension exercise or to open up a discussion of the issues to allow for reflection and feedback.

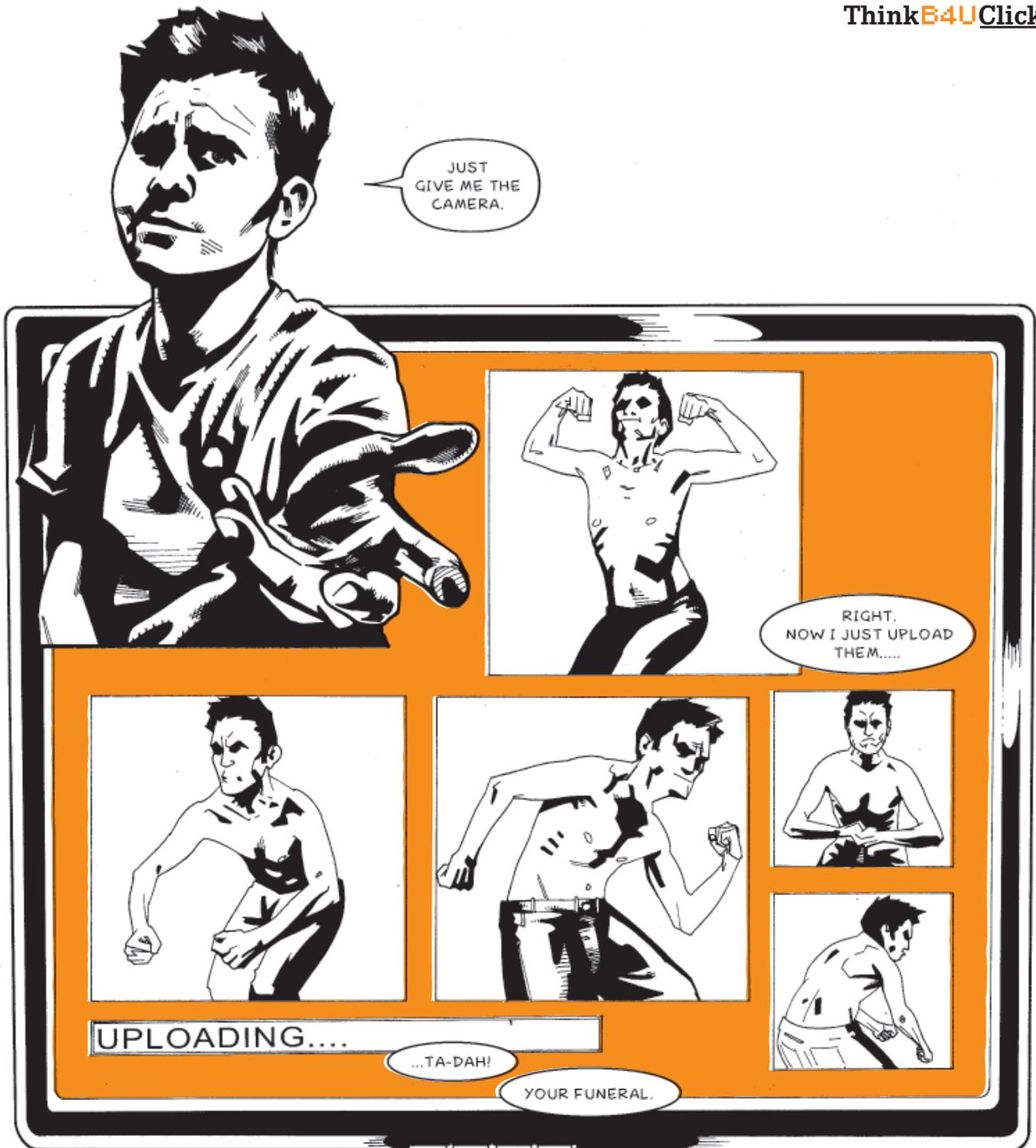
Worksheet is included.

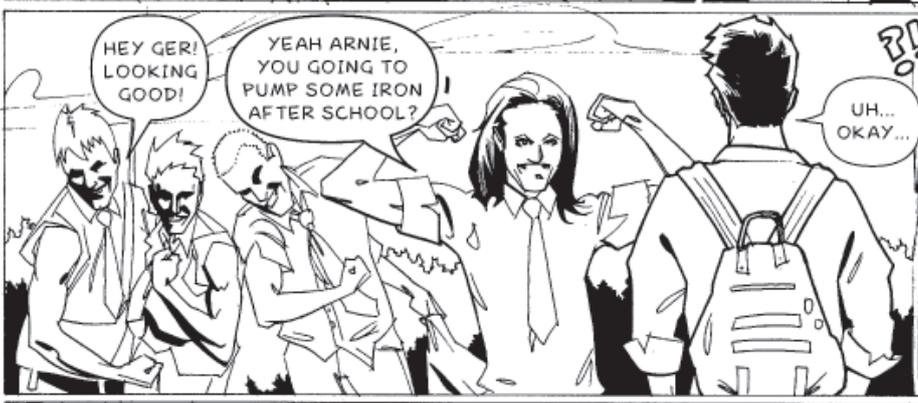


Comic Strip Activity









Having read the story 'Watch Your Space', give your reaction?

Grey writing area with horizontal lines for the first question.

What is the key message of this story?

Grey writing area with horizontal lines for the second question.

If you were in the situation of either of these characters, what might you do differently?

Grey writing area with horizontal lines for the third question.

Having completed the lessons on privacy and read 'Watch Your Space', what are your thoughts on the subject of privacy?

Grey writing area with horizontal lines for the fourth question.



ACTION PROJECTS



ACTION PROJECT 1

Internet Safety Survey

Organise a survey in your school on awareness of internet safety in your school.

STEP 1: Agree the Action

- Establish the issue for the class
- Decide exactly the rationale behind this action project
- As a class, discuss what information should be ascertained as a result of the survey
- Discuss how the survey will be carried out, who will be surveyed and how the findings should be presented

STEP 2: Form Committees

- Divide the class into committees to plan the action project

Possible Committees:

— PERMISSION COMMITTEE

This committee will be responsible for seeking permission from the Principal to carry out the survey. It may be necessary to write to the Principal to set up an appointment. During this appointment an outline of the background to the survey may need to be presented.

SKILLS: Letter-writing; communication; computer skills; negotiation skills, etc.

— QUESTIONS COMMITTEE

This committee will draw up the survey on students' attitudes and awareness of internet safety. This could be done across a year group or across the whole school. Interesting comparisons could be made on comparison of responses from senior and junior students. This committee will be responsible for formulating the questions, deciding whom to survey and sorting through responses.

SKILLS: Mathematical skills; presentation skills; communication skills; computer skills, etc.

— SURVEY COMMITTEE

This committee will be responsible for carrying out the survey. Having decided which classes will be surveyed; these students will go to each class. They must give background information to explain why the survey is being carried out. They must be ready to answer any questions and must ensure that they have enough copies of the survey for each class.

SKILLS: Communication skills; negotiation skills; planning skills; gathering information etc.

— DISPLAY COMMITTEE

This committee will co-ordinate the presentation of the findings. Graphs, statistics should be made as eye-catching as possible with colour and key messages arising from the findings. The findings could be presented at school assembly, over the school intercom or in the school newsletter.

SKILLS: Design skills; drawing skills; communication skills; presentation skills, etc.

— RECORDING COMMITTEE

This committee will record the work of the class throughout the action project. This will involve taking photographs of the work at all stages, taking feedback from different committees at various stages of the process. All this information will be collated and compiled into a report after the action project is completed.

SKILLS: Photography skills; writing skills; computer skills; communication skills, etc.

STEP 3: Plan Team Tasks

- Allow each committee time to plan their tasks and liaise with other committees as appropriate
- Decide a time frame for the project
- Ensure students are keeping a record of the work carried out at every stage of the process - this will be of great benefit when writing up the report on the action project

STEP 4: Complete the Action

- Decide on the questions
- Carry out the survey
- Decide on the presentation of the findings

STEP 5: Evaluate the Action

- With the help of the work of the recording committee, as a class evaluate the success of the project
- Evaluation should include consideration of facts learned, skills acquired and personal reflection on the outcomes of the project
- Allow each committee time to evaluate the success of their team work
- Lastly, encourage each student to reflect on his/her own contribution to the action project

STEP 6: Report the Action

- Decide if students are writing up a RAP (*Report on an Action Project*) or a CWAB (*Coursework Assessment Book*)
- It may be useful to complete a rough draft of this report writing before filling in the booklet for the Junior Cert CSPE exam

Create a Class/School Charter of Online Rights and Responsibilities

The objective is for the class to create and elaborate its own individual charter of online rights and responsibilities. After this the class should compare what they have compiled with Webwise's charter of online rights.

STEP 1: Agree the Action

- Establish the issue for the class
- Decide exactly the rationale behind this action project
- As a class, debate the issue of rights and responsibilities in relation to internet privacy
- Discuss how the charter should be compiled and how it will be presented

STEP 2: Form Committees

- Divide the class into committees to plan the action project

Possible Committees:

— RESEARCH COMMITTEE

This committee will research the issues of online privacy based on the learning of the classes. Further information may be necessary from the internet. This committee will also look at the connection between rights and responsibilities in general and act as editors of the charter when drawn up.

SKILLS: Research skills; collation skills; computer skills.

— RIGHTS COMMITTEE

This committee have the responsibility of drawing up the list of rights which will be included in the charter. They must decide how many they will include. They must consult all students in the class on this and find a means by which they will decide on the final list of rights.

SKILLS: Negotiation skills; gathering information; selection skills.

— RESPONSIBILITIES COMMITTEE

This committee will draw up a list of responsibilities which will be included in the charter. As for the 'rights committee' they

must consult the entire class and consider the list of rights chosen when making their final decision.

SKILLS: Negotiation skills; gathering information; selection skills.

— CHARTER COMMITTEE

This committee will decide on how the final charter will be presented. They must decide the shape and layout of this charter. There may be images, photographs or slogans included on the charter.

SKILLS: Design skills; creative skills; communication skills.

— PUBLICITY COMMITTEE

This committee will organise publicity for the unveiling of the charter. This may be a class or whole school event. The class may invite the Principal or year head to unveil the charter at a ceremony at which each committee could have a representative make a speech emphasising the importance of internet safety. Further publicity could be gained through a message over the school intercom, a speech at assembly or an article on the school newsletter.

SKILLS: Communication skills; planning skills; presentation skills.

STEP 3: Plan Team Tasks

- Allow each committee time to plan their tasks and liaise with other committees as appropriate
- Decide a time frame for the project
- Ensure students are keeping a record of the work carried out at every stage of the process - this will be of great benefit when writing up the report on the action project

STEP 4: Complete the Action

- Decide on the rights and responsibilities which will be included
- Draw up the charter
- Decide on the publicity which will accompany the unveiling of the charter

STEP 5: Evaluate the Action

- As a class evaluate the success of the project
- Evaluation should include consideration of facts learned, skills acquired and personal reflection on the outcomes of the project
- Allow each committee time to evaluate how well they believe the charter
- Lastly, encourage each student to reflect on his/her own contribution to the action project

STEP 6: Report the Action

- Decide if students are writing up a RAP (Report on an Action Project) or a CWAB (Course work Assessment Book)
- It may be useful to complete a rough draft of this report writing before filling in the booklet for the Junior Cert CSPE exam

Further Possible Action Projects

- Organise an Internet Safety Awareness Day in your school
- Write a booklet: 10 tips for safe surfing
- Organise an awareness raising campaign in school based on the learning from this pack

APPENDIX



The United Nations Convention on the Rights of the Child (CRC) – A Summary

Reproduced with the kind permission of UNICEF

www.unicef.ie

The United Nations Convention on the Rights of Child is an international statement of the civil, political, economic, social and cultural rights of children. The UN General Assembly adopted the Convention and opened it for signature on 20 November 1989 (the 30th anniversary of the Declaration of the Rights of the Child).

The UN General Assembly adopted the Convention on the Rights of the Child in 1989. It is the most widely ratified human rights treaty in history.

The Articles of the CRC:

ARTICLE 1

DEFINITION OF A CHILD

Everyone under the age of 18 has all the rights in the Convention.

ARTICLE 2

WITHOUT DISCRIMINATION

The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

ARTICLE 3

BEST INTERESTS OF THE CHILD

The best interests of the child must be a top priority in all actions concerning children.

ARTICLE 4

PROTECTION OF RIGHTS

Governments must do all they can to fulfil the rights of every child.

ARTICLE 5

PARENTAL GUIDANCE

Governments must respect the rights and responsibilities of parents to guide and advise their child so that, as they grow, they learn to apply their rights properly.

ARTICLE 6

SURVIVAL AND DEVELOPMENT

Every child has the right to life. Governments must do all they can to ensure that children survive and grow up healthy.

ARTICLE 7

REGISTRATION, NAME, NATIONALITY, CARE

Every child has the right to a legally registered name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.

ARTICLE 8

RESERVATION OF IDENTITY

Governments must respect and protect a child's identity and prevent their name, nationality or family relationships from being changed unlawfully. If a child has been illegally denied part of their identity, governments must act quickly to protect and assist the child to re-establish their identity.

ARTICLE 9

SEPARATION FROM PARENTS

Children must not be separated from their parents unless it is in the best interests of the child (for example, in cases of abuse or neglect). A child must be given the chance to express their views when decisions about parental responsibilities are being made. Every child has the right to stay in contact with both parents, unless this might harm them.

ARTICLE 10

FAMILY REUNIFICATION

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.

ARTICLE 11

KIDNAPPING AND TRAFFICKING

Governments must take steps to prevent children being taken out of their own country illegally or being prevented from returning.

ARTICLE 12

RESPECT FOR THE VIEWS OF THE CHILD

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

ARTICLE 13

FREEDOM OF EXPRESSION

Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

ARTICLE 14

FREEDOM OF THOUGHT, BELIEF AND RELIGION

Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children guidance about this right.

ARTICLE 15

FREEDOM OF ASSOCIATION

Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

ARTICLE 16

RIGHT TO PRIVACY

Every child has the right to privacy. The law should protect the child's private, family and home life.

The United Nations Convention on the Rights of the Child (CRC)

ARTICLE 17

ACCESS TO INFORMATION FROM MASS MEDIA

Every child has the right to reliable information from the mass media. Television, radio, newspapers and other media should provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 18

PARENTAL RESPONSIBILITIES; STATE ASSISTANCE

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must help parents by providing services to support them, especially if the child's parents work.

ARTICLE 19

PROTECTION FROM ALL FORMS OF VIOLENCE

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

ARTICLE 20

CHILDREN DEPRIVED OF A FAMILY

If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child's religion, culture and language.

ARTICLE 21

ADOPTION

If a child is adopted, the first concern must be what is best for the child. The same protection and standards should apply whether the child is adopted in the country where they were born or in another country.

ARTICLE 22

REFUGEE CHILDREN

If a child is a refugee or seeking refuge, governments must ensure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents. Where this is not possible, the child should be given protection.

ARTICLE 23

DISABLED CHILDREN

A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to disabled children.

ARTICLE 24

HEALTH AND HEALTH SERVICES

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

ARTICLE 25

REVIEW OF TREATMENT IN CARE

If a child has been placed away from home (in care, hospital or custody, for example), they have the right to a regular check of their treatment and conditions of care.

ARTICLE 26

SOCIAL SECURITY

Governments must provide extra money for the children of families in need.

ARTICLE 27

ADEQUATE STANDARD OF LIVING

Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

Governments must help families who cannot afford to provide this.

ARTICLE 28

RIGHT TO EDUCATION

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

ARTICLE 29

GOALS OF EDUCATION

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ARTICLE 30

CHILDREN OF MINORITIES

Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.

ARTICLE 31

LEISURE, PLAY AND CULTURE

Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

ARTICLE 32

CHILD LABOUR

Governments must protect children from work that is dangerous or might harm their health or education.

ARTICLE 33

DRUG ABUSE

Governments must protect children from the use of illegal drugs.

The United Nations Convention on the Rights of the Child (CRC)

ARTICLE 34

SEXUAL EXPLOITATION

Governments must protect children from sexual abuse and exploitation.

ARTICLE 35

ABDUCTION

Governments must ensure that children are not abducted or sold.

ARTICLE 36

OTHER FORMS OF EXPLOITATION

Governments must protect children from all other forms of exploitation that might harm them.

ARTICLE 37

DETENTION

No child shall be tortured or suffer other cruel treatment or punishment. A child shall only ever be arrested or put in prison as a last resort and for the shortest possible time. Children must not be put in a prison with adults and they must be able to keep in contact with their family.

ARTICLE 38

WAR AND ARMED CONFLICTS

— SEE OPTIONAL PROTOCOLS

Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.

ARTICLE 39

REHABILITATION OF CHILD VICTIMS

Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.

ARTICLE 40

JUVENILE JUSTICE

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.

ARTICLE 41

RESPECT FOR BETTER

NATIONAL STANDARDS

If the laws of a particular country protect children better than the articles of the Convention, then those laws must stay.

ARTICLE 42

KNOWLEDGE OF RIGHTS

Governments must make the Convention known to children and adults. The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children get all their rights, including:

ARTICLE 45

UNICEF can provide expert advice and assistance on children's rights.

OPTIONAL PROTOCOLS

In 2000, the UN General Assembly adopted two optional additions to strengthen the Convention. One protocol required governments to increase the minimum age for recruitment into the armed forces from 15 years and to ensure that members of their armed forces under the age of 18 do not take a direct part in armed conflict. The other protocol provides detailed requirements for governments to end the sexual exploitation and abuse of children. It also protects children from being sold for non-sexual purposes – such as other forms of forced labour, illegal adoption and organ donation.

The Webwise Charter of Online Rights of the Child

NOTE:

Each of the rights listed below is based on a CRC article.

Once the group has created and elaborated its own individual charter of online rights these can be compared with Webwise's charter of online rights, so as to spark off debate and discussion.

OVERVIEW:

This charter is provided as a reference tool to provoke discussion and help in the process of creating a charter of online rights in this resource pack.

WEBWISE'S ONLINE RIGHTS

01. You have the right to protect your identity while online
02. You have the right to withhold personal details if you do not know who is at the other end or you feel unsure
03. You have the right to participate, have fun and search for all the information available that is appropriate to your age and personality
04. You have the right to express yourself freely when online, while always respecting others
05. You have the right to be heard and to be treated with respect
06. You have the right to safeguard anything that you have created, anywhere, even on the web
07. You have the right to be critical and to dispute or discuss anything you read or come across while online
08. You have the right to make use of new technologies to develop your personality and increase your capabilities
09. You have the right to protect yourself from viruses and spam

UPLOAD ONCE
ONLINE  FOREVER



watch your space

IF PEOPLE
CAN POST
COMMENTS
ON YOUR
PROFILE
CHECK THEM
REGULARLY



AHH

FACE TOFACE

As you know, people you meet online are not always who they seem to be. Be careful about getting together with someone you "met" online unless you are certain of their identity. If you do meet them arrange the meeting in a public place and bring some friends along.



Don't be a victim.

Being online is very public and very real, although it doesn't always feel that way. **Be creative! Be yourself! Be in control!**

www.watchyourspace.ie





think before you upload

Before uploading a photo, think about how you'd feel if it were seen by your parents, teachers, or future employer. Remember, you can't control who sees your photo once it's online so take a second to think before you upload anything.



upload once online forever

The laws of physics tell us that what goes up must come down. **Not on the Internet!** What you upload can be downloaded by anyone, altered, and passed around or posted online pretty much forever. Once you upload a photo, you've lost control over where it appears, who sees it, and what happens to it. Try it yourself, right-click on any picture on the Internet and choose Save Picture As... to see how easy it is.



If people can post comments on your profile, check them regularly. Don't reply to comments that annoy you or make you angry. **Stay in control, delete them, block the person, and report them to the website owner.**

WATCH YOUR SPACE

AHH AHH

AHH AHH



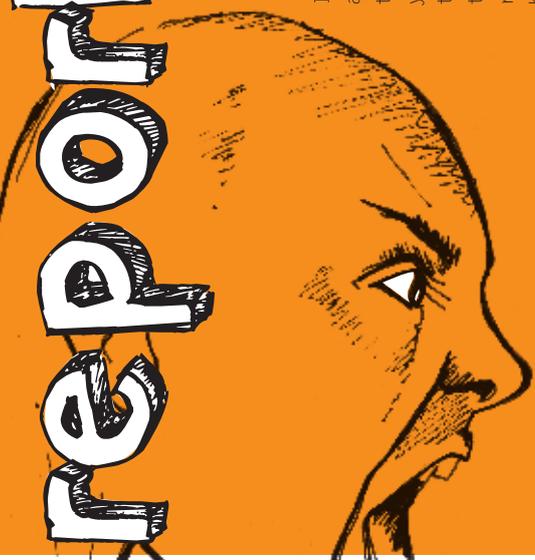
Try and be selective about **who** you become friends with, you can tell a lot about someone by the company they keep. **Ladies,** if a guy you don't know 'adds' you and he has nothing but half-dressed girls on his page, don't add him back. Even though they are called friends, people you 'add' are really little more than acquaintances, nobody has 500 friends. Add people you know. Be as popular as you are or aren't.

friends & friends



report to the website... reporting serious issues

If something is posted on a website that is intended to be hurtful to someone, your first step should be to contact the owners of the website and get it removed. If this doesn't have any effect move on to and report as a serious incident.



You should report



You should report serious incidents that could be illegal to the authorities. Illegal issues include someone making inappropriate sexual suggestions, racist remarks, child abuse images, or persistent bullying. These incidents can be reported to the Gardaí or www.hotline.ie – all reports are taken very seriously.

KNOW who can see YOU who can see my profile



Many sites allow you to decide which parts of your profile can be accessed by others. Assume that everything is public unless you are sure that it isn't. Opting for private doesn't always mean that only your friends can see your profile. In some cases, everything you put on your profile can be seen by everyone but only your friends can post comments or IM you.



Remember, anything you post can not only be seen by others but can easily be copied and stored. Your photos and blogs might be getting you noticed in a way that you didn't intend. Next time you're thinking of posting a pic of your 6 pack or you in your new bikini on your profile think about whose attention they are likely to attract and what site those photos can end up on.

DON'T
BE
A
VICTIM
OF
ONLINE
BULLYING

someone's looking at you

Talking to your parents, friends, or **someone you trust** is usually the first step in dealing with any issue. If you come across images that are being used to bully someone, you should also talk to a teacher or guidance counsellor about it. If you need someone to talk to, go to Childline Online www.childline.ie.



? DON'T BE A VICTIM



Where

Use nicknames or first names on your profile. It's not a good idea to give away online who you are and where you are at the same time. **Sometimes online relationships go wrong;** in those cases you'll be the one in charge if you've kept your online and offline identities separate. You can allow people to find you by giving out your address, the name of your school, and talking about where you hang out in your **blog.**

& Who



Information for Teachers

The following section provides some background information for teachers on online privacy, social networking sites, statistics and answers to some frequently asked questions.

The information in this section can be used by the teacher in answering students' questions, advising them about the issues raised in class, and in order to facilitate discussion and debate during the lessons through questions and answers sessions.

The Risks of Using Social Networking Websites

Like most online activity there are risks to the users. In the case of social networking websites the risks include the unintentional disclosure of personal information, bullying or harassment, and in a small number of cases targeting of users by predators.

It is important to highlight that children and young people may not only fall victim to these harmful behaviours but they may also be involved in initiating, maintaining or perpetrating the same against other children, young people, adults and /or organisations.

1. DISCLOSING PERSONAL INFORMATION

The way these sites work is based on users creating sites/profiles including their personal opinions and in most cases their photographs. This enables people with the same interests to meet others. Users' profiles are also a way of attracting potential girlfriends or boyfriends. Many young people will send flirtatious comments to others having been attracted to photos on their site.

The problem with posting personal information to the internet is that as soon as it goes online, you have lost control over who will see it and how it will be used.

Pictures can be easily be copied and displayed in a completely different context. Because of the digital nature of the photos, they can even be altered or distorted.

Many social networking websites give the impression to users that they are in closed networks of friends. This encourages young people to disclose more personal information or to be more intimate with their communications than they would be if they thought it was a completely public forum. This is a dangerous fallacy.

The fact that certain websites claim to connect students from the same school means nothing. The information provided by users when they are registering is not validated. Anyone can create a user profile pretending to be anyone else. Moreover, anyone regardless of their real or pretend age can join as many school communities as they want.

2. BULLYING AND HARASSMENT

Many social networking sites include modules where users are encouraged to rate profiles they come across on the site. This relatively innocuous capability can lead to users being sent harmful comments. As these comments usually relate to personal pictures posted on the websites they can often relate to physical appearance and ethnic origins.

There is also a tendency for offline bullying to be amplified online. Under the perception that there is a reduced likelihood of being caught and because they aren't directly confronted by the consequences of their bullying, it is easier for children to engage in bullying online than it is in the offline world. Young people need to be made aware that despite the perception it is relatively easy to trace online bullies and that the consequences of being identified can be very severe. Many online bullying activities are illegal and are frequently dealt with by the police.

3. BEING TARGETED BY PREDATORS

Because there is no routine validation of users, personal information contained in profiles can be harvested by unscrupulous individuals who can use it as the basis for scams, malicious attacks, or in the worst case by paedophiles to groom potential victims. These people often operate by collecting small pieces of information at a time while slowly building up a bigger picture of their target without rousing suspicion. They can use multiple different identities to avoid detection.

Some Things to Remember

– if you are posting material

- Do not post or send anything on the internet that you would not be prepared to write or send on paper.
- Do not post anything you would not be prepared to put your name to.
- Do not respond to abusive messages.
- Do not jump on the bandwagon in respect of abusive message.
- Do not react on-line.
- Do not post private or personal information about other persons on the internet.

What to do if you are the victim of inappropriate messages or material

- Advise the site owner immediately. Most websites have a report abuse or complain button.
- See if you can ascertain who has posted the material in question and take it up with the person/their parents or their school.
- If there appears to be a school element to the material, the school should be notified particularly in respect of material which could be construed to be bullying.
- Where appropriate, block email messages and if the material continues to be published on a particular site, withdraw from that site.
- In many cases, the purveyors of defamatory and bullying material thrive on response and reaction. If

they do not receive such response and reaction, they tend to get bored and move on.

- In appropriate circumstances bring the material to the attention of the Gardaí or the Data Protection Commissioner.

Some useful statistics:

The 2008 Watch Your Space Survey of Children's use of Social Networking Websites in Ireland.

The 2008 Watch Your Space Survey was the second annual survey of how young Irish people are using social networking websites such as Bebo, My Space and Facebook. It was conducted by the National Centre for Technology in Education (NCTE) with assistance from the Anchor Youth Centre at the Young Scientist Exhibition in January 2008. A short survey on young people's use of social networking websites was administered by members of the Anchor Youth Centre. The Anchor members distributed 510 questionnaire sheets to their peers from around Ireland who were visiting the exhibition. 408 of the questionnaires passed the controls for the survey and were entered into a database by the Anchor members.

These surveys indicate that social networking websites are very popular with young people and show no signs of this popularity waning. Overall levels of usage in January 2008 were similar to those found in 2007 in terms of frequency of access. However, teenagers appear to be spending less time on these sites.

We also found indications that a combination of successful awareness raising activities in Ireland and improvements in the child protection

aspects of the technical features of the Bebo website has led to a reduction in risk behaviour by Irish teenagers:

- Fewer teens are using these sites primarily to make new friends.
- Fewer teens are adding as friends lots of people they don't know.
- Fewer teens are publishing personal information on their profiles.
- More of them are keeping their profiles 'private'.

There are also signs that the systems for user-moderation of content are starting to lead to reductions in the amount of harmful content on social networking websites. Significantly, it seems more difficult to encounter pornography or violent content on these sites than it was a year ago.

The 2008 survey for the first time asked teenagers about meeting people face-to-face that they first met online. 40% of responding to this questionnaire had done this on a least one occasion. It appears that this behaviour has become much more prevalent since the advent of these sites.

Key Findings

- 72% of young people surveyed (up from 69% in 2007) were accessing social networking websites more than 3 times a week, 37% were doing this on a daily basis. However, indications are that while they are accessing these sites with the same frequency as in 2007, they are spending much less time on them.
- Posting comments is still by far the most popular aspect of these sites.
- Most young people (87%) are accessing social networking sites primarily from their home.
- 2% said that they mainly use their phone to access their profile, although 28% had used their phone on at least one occasion.
- 65% of the teens (down from 71% last year) said that their profile was public.
- Down from 12% in 2007, 8.6% admit to displaying their mobile phone number on their profile, there is an increase in the disclosure of other personal information such as age and school name, 79% of teens displays their full name on their profile.
- Young people are primarily using the communications capabilities of these sites to stay in touch with friends that they see often.
- One in eight says that their main reason for using these sites is to make new friends.
- Three-quarters of social networking site users have 'added'.

Questions & Answers:

Further information for discussion and debate during lessons.

Q: Who has access to your personal social networking site?

A: Potentially everyone on the Internet. It is important to Watch Your Space

Unless you apply privacy setting to your social networking site everyone using the internet has access to your information.

Know Who Can See You:

Managing your privacy settings on an online social networking site is very important. To be as secure as possible, you should set your privacy settings so that only your approved friends can view your profile and that your profile is not public. Also ensure that hyperlinks to others users of the service on the grounds of data included in your profile are disabled. Be aware that some social networking sites have made their users' profiles public and searchable through a search engine so it is important to adjust your privacy settings if you do not wish your information to be accessible by strangers.

Someone's Looking at You:

Remember, anything you post can not only be seen by others but can easily be copied and stored. Your photos and blogs might be getting you noticed in a way that you didn't intend. Guys, next time you're thinking about posting pictures of your six-pack on your profile think about whose attention they are likely to attract and what site those photos can end up on.

Q: Can I safely upload pictures and videos of myself and my friends to websites? Are there any risks?

Examples:

— I took a picture of myself and a friend with my mobile phone and I want to post it somewhere on the web. Can I do it?

— I threw a party at home where some of my friends got pretty drunk. Someone took a video of them and uploaded it onto a video-sharing site; will everyone have access to it?

— I have a profile on a social networking site where I upload my poems, films and pictures so I can share them with my online friends. Are there any risks I need to think about?

A: The law protects your privacy and your intellectual property rights, as well as those of the people you mention on your blog or social network. But be aware that there is always a risk that what you post on the internet — blogs, photos, videos, messages — could be misused by others.

There are simple ways of protecting your privacy and reducing the risk of ID theft. One way is to restrict access to your online content, e.g. by using the privacy-policy settings on the host site, setting up a password for your blog so you can control who sees it, blocking access to your photo albums on social networking sites to all but a select group of friends.

The responsibility is yours. Be cautious as to the type of content you put on the web and keep track of what you post where. Once you've uploaded something or sent it to another person, it stops being private and

others may use it in ways you hadn't intended. Many employers now check to see what information they can find about job applicants on the internet. The photo of you at that wild party could cost you your dream job.

Also, remember that *you should only upload things – text, music, pictures and video – that you have created yourself.* If you want to upload other people's materials, you must obtain their permission first, otherwise you will be breaking the law in most European countries!

It is often the case that by uploading your content - pictures, paintings, text or music - to web-platforms like social networks, you might give them the licence to use your intellectual property. It is therefore useful to read the terms and conditions of the website before you upload something.

Q: If your privacy is violated who can you or your parent/guardian report it to?

A: Office of the Data Protection Commission
www.dataprotection.ie

You or your parent or guardian can make a complaint to the Office of the Data Commissioner if you feel that your data protection rights have been violated. This could occur if for example, you cannot gain access to your personal information or you are receiving direct marketing communications against your will.

Q: If unusual, weird or pornographic images appear on your computer screen or mobile phone, what should you do?

A: Inform an adult

If unusual, weird or pornographic images appear on your computer screen or mobile phone, you do not need to feel guilty about this. Contact an adult immediately and report this content. Photographs which are taken with mobile phones or digital cameras and which are uploaded onto the internet can be shared rapidly among friends. Strangers may also be able to access these photographs and store them. It is possible to copy or alter images and photographs, which may lead to embarrassment or offence. For these reasons, it is important to make sure that the photos or videos that you post online are appropriate and will not hurt the feeling of others, their friends or their families.

Q: From what age can you have a page on BEBO/My Space?

A: Over 13 years

Children under the age of 13 are not eligible to use Bebo or to provide personal information. To be eligible to sign up to MySpace you must be over 14 years of age. Facebook is intended for those who are over 13 and users who are under 18 must be currently in secondary school or college. Children under the age of 14 should always give their real age when signing up to social networking sites online. However, it is recommended that you do not display your date of birth on the site as this could also aid an untrustworthy user to steal your personal details and identity. Remember that people who you meet online may not always be honest about their age or who they are.