



## **Reflecting on online rights (2)**

### **Objectives**

- To encourage pupils to come up with ways to safeguard and promote their online rights.
- To demonstrate understanding and critical awareness of the contribution of new media to the individual and to our society.

### **Learning outcomes**

- Pupils will have reflected on their own online rights with a critical approach.
- Pupils will come up with concrete motions and proposals relating to safeguarding and promoting online rights.
- Pupils will have exercised their ability to put their own online rights into practice.
- Pupils will respect the feelings of others when using new media.
- Pupils will be able to discuss and agree the consequence of inappropriate and irresponsible use of new media (for example, accessing or posting inappropriate or harmful material etc.)

### **Overview**

This lesson involves a role-play exercise in which pupils 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 of paper, pens
- Webwise Charter for Online Rights (see annex)
- Arrange the space so that there are three separate work areas.

### **Lesson plan**

1. Divide the pupils into three groups. Create a setting and tell them that each of their groups represents a Committee made up of teachers, parents and pupils. 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.
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.
3. Having chosen the rights they wish to work on, each group will need to come up with some concrete action 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.
4. A plenary session is then held in which rights and proposals are shared.

**Annex: The Webwise Charter of Online Rights of the Child\***

*Each of the rights listed below is based on a CRC article (from the UN Convention on the Rights of the Child – see [www.unicef.org/crc/](http://www.unicef.org/crc/)).*

Once pupils have created and elaborated on their 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.

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

*\* The Webwise Charter of Online Rights of the Child is also available online:*

[www.thinkb4uclick.ie/pdf/TB4UC\\_WEBWISE\\_CRC.pdf](http://www.thinkb4uclick.ie/pdf/TB4UC_WEBWISE_CRC.pdf)