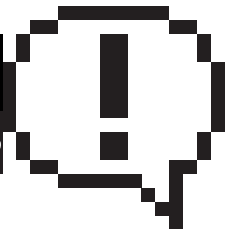


CLASS 5: Debating the Issues



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

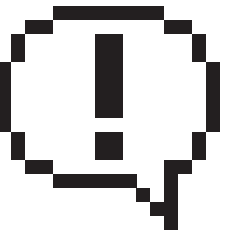
*The internet is a powerful resource
Under 18s are as much at risk as adults
when communicating online*

*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.

