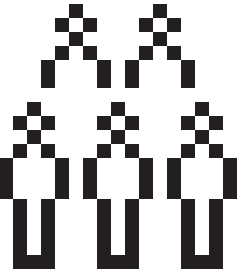


# CLASS 8: The Committee



## 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.

