



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.*

