



Anti Bullying Week 2009

**How R U
today?**

**Lesson
Plan**



Digital Rights Lesson Plan for Anti-Bullying Week 2009

On Friday 20th November 2009, it is the 20th anniversary of the 'United Nations Convention on the Rights of the Child'. Although there is much in place to assist with the rights of young people, there is not a charter for the digital rights of young people. As technology becomes more and more a part of young peoples' lives, their rights online are just as important as in the real world, and we need to make sure that young people are safe online.

This is a great chance for teachers to engage students in important messages around young peoples' rights, online safety, and cyberbullying. We've created a special lesson plan which allows teachers and pupils to talk about the rights of young people, and in particular their digital rights.

To accompany the lesson, Beatbullying has created anti-cyberbullying stickers to show merit and completion of each task. The stickers are also a great way for pupils to show that they are standing up for their digital rights.

Learning outcomes will include:

- * Understanding the digital rights of young people
- * The importance of developing a charter that focuses on the digital rights of young people
- * Recognition of the influences and pressures young people face with specific focus to digital issues
- * An understanding of cyberbullying
- * Active participation, communication, and group discussion.

The following lesson plan is suitable for young people between the ages of 13-18, but can be adapted for younger pupils. It will take approximately one lesson, depending on how much discussion takes place at each step. The creative competition part at the end can then take place in the following lesson or in the students' spare time. As this is a great opportunity for teachers and pupils to broach the subject of young peoples' digital rights, feel free to extend the discussion into further lessons if necessary.

This activity is also a great opportunity for schools to discuss the measures they have in place around young peoples' rights, including awareness raising campaigns, and whole school and community involvement in creating charters.

Requirements

A classroom large enough for students to sit in a circle: a whiteboard/flipchart, marker pens, paper and coloured pens

Step 1

Begin by playing a warm up game like 'The Sun Shines On'

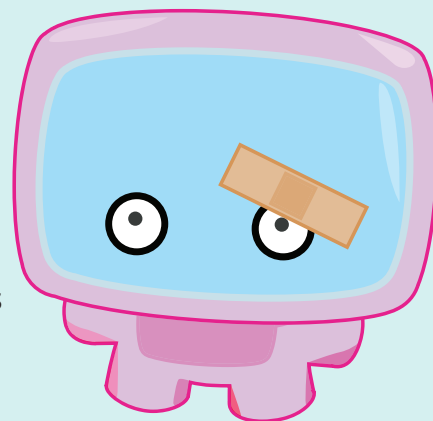
The group sit on chairs in a circle (enough chairs for all except one student). The one without a chair begins in the middle of the circle by saying 'The sun shines on anyone...(anything they want, e.g. who has black shoes on, who has red hair, who likes the movie Twilight, who went on holiday this summer). Everyone who fits this statement then gets up and has to find another chair. The person left standing in the middle with no chair then has their turn. Students cannot move to the chair right beside them, and it is useful to remind them to be careful of others while racing to sit on chairs (it can get a bit frenetic!).

Start it off by using random statements, but then concentrate on ones specifically focused on cyberbullying/online safety (e.g. the sun shines on anyone who loves online games/has a Facebook profile/uses private settings on all social networking sites/has ever been insulted over MSN/has had a photo put up online which they were not happy about/has seen a 'happy slapping' video/has seen a hate site).

(10-15 minutes)

Step 2

Once young people are all sitting comfortably, make sure they all agree to the 'working agreement' for the lesson/s. This needs to be put in place as topics that can be emotional and private may be discussed.



The agreement should include confidentiality, listening to each other, participation, having fun, no aggressive or oppressive behaviour, and the right to question others in a respectful way if they have differing beliefs. Others may also be added.

It is a good idea to brainstorm these as a group and write the points on a poster and put it on the wall so it can be referred to at any stage if necessary.

(5 minutes)

Step 3

Make sure everyone understands what 'the online rights of a child' means (in this case 'child' means anyone under the age of 18). Write a list on the flipchart of the definition and examples of what is considered online. Students should have a good idea of what to include after playing 'The Sun Shines On' (e.g. email, MSN, social networking sites, gaming, blogs, posting photos).

(5 minutes)

Step 4

Explain that there is not yet a charter for the digital rights of a child (also make sure all students know what 'charter' and 'digital' mean). Brainstorm as a group why it is extremely important to have one, and write ideas on the flipchart.

This should include things like: technology is becoming more and more prominent in everyday life; more and more young people go online every day, so young people are kept safe online; to keep the information they put online confidential; to have the implications of what young people do online explained properly on all websites so they don't get affected by them later in life; so that young people get freedom of expression; so their privacy is respected, and any other points you think are particularly relevant to your students.

(10 minutes)

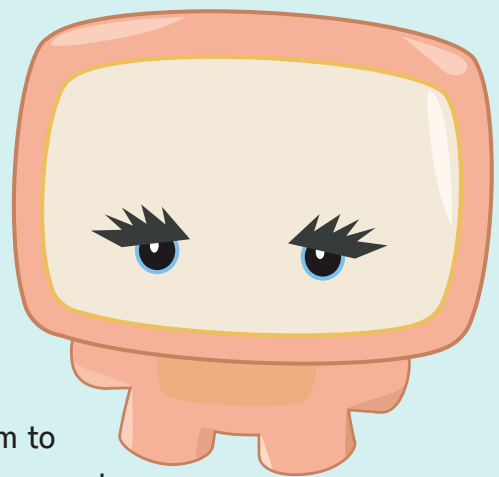
Step 4

What do young people think are important rights they should have when online?

Divide young people into groups of four or five and ask them to brainstorm points they believe are online rights that all young people should have. Mind-mapping can be used here if young people are unsure of what to include. More time should be taken for younger pupils to go through what each point entails.

The following points are included in the framework for The United Nations Convention on the Rights of the Child. Hopefully some of these will be brought up by the young people and related to online, but if not they need to be mentioned and discussed afterwards. All groups can then present to the class what rights they came up with.

(20 minutes)



- * Children have a right to privacy (this is a very important one to discuss when referring to online rights).
 - * All children have a right to relax and play, and to join in a wide range of activities.
 - * Education should develop each child's personality and talents to the full.
- It should encourage children to respect their parents, and their own and other cultures.
- * Children have the right to reliable information from the mass media. Television, radio and newspapers should provide information that children can understand, and should not promote materials that could harm children. (How can this be extended to include online media?)
 - * The government should protect children from sexual abuse.
 - * Children should be protected from any activities that could harm their development.
 - * Children have the right to get and share information, as long as the information is not damaging to them or to others.
 - * Children have the right to say what they think should happen and to have their opinions taken into account when adults are making decisions that affect them.

Step 6

What can they do in their school to promote the rights of young people online?

If students seem motivated then decide on tasks which they can complete individually or as small groups in future lessons or in their spare time. Ideas for this are posters, assembly presentations, mention in the school newsletter, mentioned on the school website, and fundraising to raise money and create awareness.

(5 minutes)

Step 7

cybermentors.org.uk

This is a safe social networking site, where young people can go if they're being bullied or cyberbullied and to get information, help, and support from other young people. It gives young people the online rights they should always have on every website. Suggest students have a look at the site and register from home or another time within school.

(This step is only appropriate for children aged nine and upwards).

(5 minutes)

Step 8

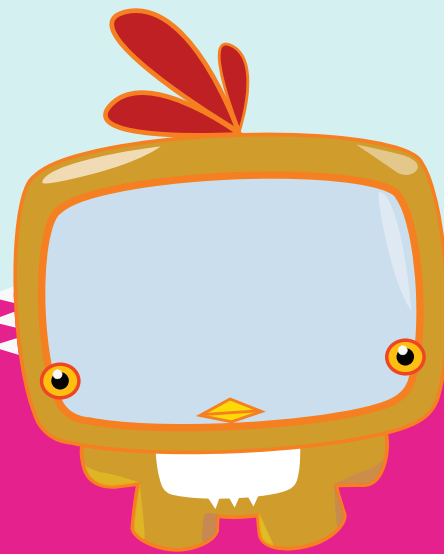
Competition

After all the hard work that your students have put in, they can design a superhero widget who campaigns for young peoples' rights online. The widget must have a look, personality and a super power to help them campaign. The winning widget will be displayed on the CyberMentors website, and the creator will get a prize. (Please see cybermentors.org.uk for more examples of widgets or download the [Example Widgets Template.pdf](#)).

Students can use the [SuperHero Widget Template.pdf](#) to create their designs. Details of personality, super powers, and even stories of how they have campaigned and helped people online can be included.

Discuss as a class and then begin creating!

15 minutes - 1 hour (depending on whether the students create superhero in lesson or not)



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