

Harrow Way Community School Peer Educators

Rights Respecting Use of the Internet Workshop

Leaders Pack



*Realising*Rights

UN HUMAN RIGHTS EDUCATION

Pack Summary

ICT use/bullying

As peer educators we're always looking for ways to allow students to enjoy their time in peace and safety. We soon became aware that this was deemed impossible without allowing them knowledge of the dangers of the internet. As teenagers using the internet it is usually a part of our daily routine with things like social media. This is how our idea of creating a presentation for our younger year students came about. We wanted to allow them access to speak with their friends and work in harmony at school while knowing how to deal with things like viruses and the hopefully unlikely event of bullying.

It makes us proud as we see the work we're doing is actually taking effect which encourages us even more in our work. But we are still working on cyber bullying as it is still an issue and may not be as non-existent as some people say. We feel that teaching them about the dangers will allow people to realise that if they're being bullied they know how to deal with it and help them put a stop to it.

As we are a Level 2 Rights Respecting School we thought it was important to use the rights as a way of young people seeing the rights and responsibilities they have when using the internet especially as they increasingly can access the internet everywhere and anytime.

Prepared workshop –

We found out that the reason for many of the incidents online were due to the lack of knowledge on both the adult and pupil part. As we wished to change this, a presentation was created by us all that we could adapt for both teachers and students. The teachers were given a 'behind the scenes' workshop which explained all of the work we'd done and why. The students on the other hand have a workshop which has many different activities, videos, tips and it has simply been made enjoyable and memorable for them.

We hope you find our workshop useful as it is or as a starting point for your own workshop!

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We are a Level Two Rights Respecting School

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So...

- we learn what human rights and the rights of the child are
- we learn that human rights are based on the needs of human beings in order to survive, be protected from harm, develop and participate in the life of the community
- we understand that human rights are for everyone
- we understand that adults have a responsibility to show young people how to be rights respecting
- We also understand that we all have a part to play in realising our own and each other's rights.



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What are our aims and objectives?

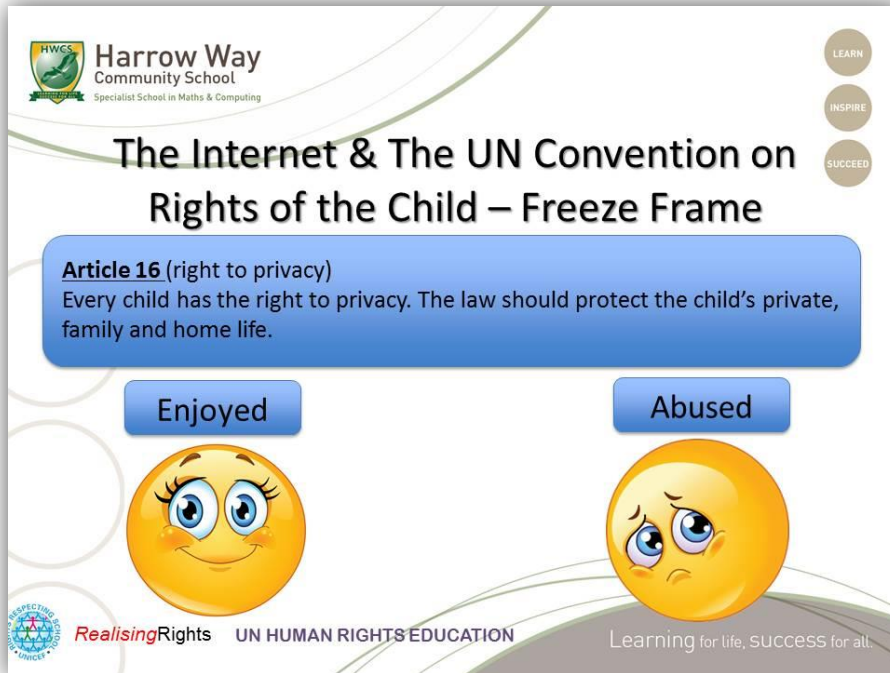
- To reduce cyber bullying and abuse.
- Reduce the issues that are caused by cyber bullying (mental health problems, suicide attempts and suicides)
- Make people, especially adults aware of what is happening on the internet.
- Educate people about this issue and how to overcome it.



Why?

Our UNICEF Peer Educator group decided to address this issue, and try to come up with a solution...We thought the first step to solving this issue was to identify the rights being breached...





Activity – Freeze Frame (Ice breaker type activity)

1. Get into groups of five (typically for a class of 30 students)
2. Give each group one right from the UNCRC (United Nations Convention for the Right of the Child). Each group can have a different right or the entire class have the same right, whichever is preferred.
3. The right should be shown through two freeze frames, the right being **enjoyed** and the right being **abused**.

For Example - Article 16: Right to privacy.

Enjoyed: Two students are having a private conversation; the others are minding their own business.

Abused: Two students are trying to have a private conversation; the others are attempting to listen in on their conversation therefore disrespecting their right to privacy.

4. Once they have had 5 minutes to construct their freeze frames, ask for volunteers. If each group has a different right, everyone will have to show their freeze frame to help everyone understand in different situations. If they are all the same one or two groups will do.

If you would like, you can ask the whole class to try and guess which right is being shown with the UNCRC in front of them. This may take a while but helps them to remember the rights.



Activity - The Videos

1. Before watching the 2 video clips share the following questions which pupils will need to be able to discuss
 - What do the videos have in common?
 - How are they different?
 - What are the consequences for the different people in the videos?
2. Watch the videos (one after the other).
3. Once you have watched them, discuss the questions, here are some prompts
 - What do the videos have in common?
Answers could be along the lines of 'they are both bullying' 'they are both talking about someone else and possibly hurting their feelings', what does bullying involve?
 - How are they different?
Answers should include 'in the first one the note can be thrown away but in the second video it's permanent' and issues of control of the material could be raised, it's easy to share online and difficult to get back
 - What are the consequences?
Answer will be very wide spread and is a good point to look at whose rights are being broken and who has responsibilities to act

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The internet is brilliant and very useful.
However, there are dangers that come along
with using it.
How we can filter out the bad bits?

Examples:

- **Description**
- **Example**
- **Article**

Task:
In your groups, explain to the class how your cards deny
our human rights.

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Activity - The Card Matching Activity

1. Hand out the cards, giving one or two, time depending, to each group.
Explain to them that the cards are:
a description in red,
an example in green
the affected article in blue

Make sure that they fully understand the contents of the card and feel free to use one as an example.

2. In their groups they read aloud the information to each other and then discuss the following question which is on the slide;

“How do your cards deny our human rights?”

3. Bring the group back together after 4-5 minutes or as soon as it seems that the groups’ discussions are coming to an end. Ask any volunteers what they talked about within their groups and also allow them to read out the description if there is any confusion of what the word means.



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How is the Internet being used to threaten human rights?

A. Grooming	G. Hacking
B. Piracy	H. Inappropriate pop ups
C. Identity theft	I. Privacy settings
D. Fake profiles	J. Spamming
E. Inappropriate images on commercial websites	K. Capturing and sharing private information
F. Time wasting	L. Group hate messaging



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Activity – How is the internet being used to threaten human rights?

1. Ask students to give you the definition for each of these cards, and an example.
2. Then ask them which right is being threatened by that activity.
3. You could do this as a chain, where one person describes the activity on the card, then next gives an example and lastly a third person explains which right is being threatened.



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Tia's Top Tips for Trouble-free Trawling on the T'internet

1. Grooming
2. Piracy
3. Identity theft
4. Fake profiles
5. Inappropriate images and texts
6. Excessive internet use
7. Hacking
8. Pop-ups
9. Types of privacy settings
10. Spamming
11. Capturing and sharing private information
12. Group hate messaging





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Activity – Tia's Top Tips

1. In pairs or threes look at Tia's top ten tips – for each heading can you create a phrase to give a tip to stay safe and use the internet responsibly for each heading
2. Look at a different groups tips and combine all your tips to create the best tips you can
3. Finally session leaders ask for best contributions under each heading to come up with the classes top tips
4. Agree how you will use these in your school and how will you share them with others to help them stay safe too?



Activity – Tayla's Final Message

1. Leaders read the following message from Tayla:

"At this age we think we are invincible. We think that we can do whatever we like and no consequences will come of this, but this is a false thought. Every action has consequences, and you cannot just do what you like and think nothing is going to happen, because remember, all actions have consequences. Grooming, fake profiles, pop ups, and inappropriate messages, are just a small chunk of the terrible things on the internet. However, with all these things and over 7 billion people in the world, why would it happen to you? These are real life things that can happen to you and will happen to you if you don't know how to stop them from happening. 13 years ago, a teenage girl was groomed, kidnapped and beaten. She innocently thought she was talking to a boy of her age in a group chat but when she went to meet him, in his place was a man that was twice her age. If this happened 13 years ago, and our technology is progressing, imagine how bad things could get in 2015. Has anyone ever heard of the children's online game 'Movie Star Planet'? An 8 year old boy was playing on this game when he received inappropriate messages containing inappropriate language. The site is designed for children younger than 15 but has no age description. This means anyone can get on this site and play as a child. He was eight years old and this shows that victims are getting younger...As a UNICEF rights respecting school, we need to make sure that we are reporting any suspicious behaviour to adults so we can make sure that this doesn't happen again. However, as well as these terrible things happening, there is also so much greatness. Keeping in

contact with friends and family who have moved far away is much easier now. But remember, do not befriend someone who is a 'friend' of a 'friend' because they might not be who they say they are, and you don't know them. This can be dangerous. Don't let this put you off the internet, the internet can be a wonderful place. Just make sure that you are keeping yourself safe from the consequences of your actions. Be rights respecting everywhere, including the internet for a safer internet experience."

2. Discuss the following questions

What do you agree with in Tayla's final message?

What would you want to add?

3. Final reflections - ask students to commit to at least one thing they will do on a post it note which can be stuck up and displayed somewhere.

What will you do differently now that you have taken part in this workshop?

Do you think there are further actions you would like to take part in following this workshop?

4. In a few weeks come back to the post it notes – are you still doing what you committed to doing?

