UNIT 4.5 — We are respectful of digital rights and responsibilities

Understanding and respecting digital rights and responsibilities

1 About this unit

UNIT SUMMARY

In this unit, children will discuss three articles from Unicef's *Rights of the Child* and apply them to digital citizenship, looking at rights and responsibilities as well as consequences of knowingly ignoring responsibilities. They will apply these to their own experiences and share their developed digital citizen with their families.

REPORTING ROUTES

In Year 4, children should know a range of ways to report concerns and inappropriate behaviour through:

- talking to a trusted adult
- calling Childline (0800 1111).

These points should be re-emphasised in any teaching and learning where children are working online.

If any safeguarding issues or concerns arise during this unit, you must follow your School Safeguarding Policy.

ONLINE SAFETY FOCUS

In this unit, children will:

- understand that both digital rights and responsibilities are important to ensure the internet is a great place for everyone
- understand that there are consequences for knowingly ignoring rights
- further develop a positive and responsible attitude towards technology and internet use.

ENGAGING PARENTS AND CARERS

- In this unit, children will ask their grown-ups at home to add an additional right and responsibility to their digital citizen.
- Consider running an online safety session for parents to discuss and develop strategies for helping children respect their digital rights and responsibilities.

TEACHER KNOWLEDGE

- This unit builds on the simple ideas of what it means to be a good digital citizen that were introduced in *Unit 1.5*:
  – warning tummy: if something doesn't feel right then tell a trusted adult
  – thinking brain: never give out personal information
  – kind heart: always be kind and respectful to others when online.
- In this unit, children will explore more sophisticated ideas of what it means to be a digital citizen. See *What is a good digital citizen?* video (My Rising Stars) for both KS1 and KS2 definitions.
- Review the definition of the following term using the glossary on page 64: **netiquette**.

CROSS-CURRICULAR LINKS

Computing

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

2 Getting ready

ONLINE SAFETY PRINCIPLES

Think about how you can embed the online safety learning and outcomes from this unit within your whole-school online safety strategy through:

- whole-school e-team engagement
- online safety displays
- use of a website online safety area
- Twitter tweets. For example: 'This half term our Year 4 pupils are reviewing the rights and responsibilities we all have when using technology.'
- a school newsletter. You may wish to paste the following advisory text for parents and carers into your school newsletter, or send home in book bags (see editable *Newsletter text* on My Rising Stars): 'This half term, Year 4 pupils have been reviewing the rights and responsibilities we all have when using technology. All children will bring home a sheet outlining their rights and responsibilities as a good digital citizen. Please support them in their learning by adding examples of your own digital rights and responsibilities.'

THINGS YOU NEED

- Interactive whiteboard

THINGS TO DO

- Familiarise yourself with the steps of this activity before running this online safety session.
- Print and photocopy *Digital citizen: rights and responsibilities* photocopiable master – one per child.

MY RISING STARS RESOURCES

- *Digital citizen: rights and responsibilities* (.pdf)
- *What is a good digital citizen?* (.mp4)

OTHER RISING STARS RESOURCES

- There are links here with *Switched on Online Safety Unit 1.5 - We are good digital citizens*.

INCLUSION/THINGS TO CONSIDER

- Be aware that some children may not have internet access at home. Use examples of internet activity at your school to ensure everyone is included equally in the lesson.

USEFUL LINKS

- Unicef – *Rights of the Child*:
  www.unicef.org.uk/what-we-do/un-convention-child-rights
- Super Digital Citizen from Common Sense Media:
  www.youtube.com/watch?v=S7A2n1c3UiA
- Childnet film winner – making the internet a better place:
  www.childnet.com/resources/film-competition/2014/primary-category-winners
- Heart templates for sharing messages about how to make a better internet:
  www.internetmatters.org/hub/research/share-a-heart-to-play-your-part-for-a-better-internet

③ **Running the lesson**

Resources
- *What is a good digital citizen?* video
- *Digital citizen: rights and responsibilities* photocopiable master – one per child

Possible outcomes
- The children will use their knowledge of digital citizenship and rights and responsibilities to develop their idea of what it means to be a digital citizen.
- Children can take home their digital citizen and ask parents to add an additional right and a responsibility from their perspective as a grown-up.

Step 1: Introducing the session

- Explain to the children that in this online safety session they are going to develop the idea of what makes a good digital citizen.
- Explain that as they have got older and developed more skills, they need to review what a good digital citizen now looks like, as it should reflect digital rights and responsibilities that come with greater independence using the internet.

Step 2: What makes a good digital citizen: recap and new ideas

- Either ask children to recall (from their work in Year 1) or explain the basic organs of a good digital citizen: a kind heart, a warning tummy and a thinking brain. You may wish to play the first part of the *What is a good digital citizen?* video to refresh these ideas.
- What else do children think makes them good digital citizens? Prompt them with suggestions as necessary, for example: using technology safely, sharing devices at school, making time for activities that do not require technology, sharing their knowledge about internet safety with their families and friends.
- Play the second half of the *What is a good digital citizen?* video. Explain that these are all part of the rights and responsibilities that come with using the internet. These rights and responsibilities must be used together so that we are successful internet users.

Step 3: Digital rights and responsibilities

- Read out Article 13 of the Unicef Rights of the Child (see *Useful links*):
  > *'…all children have the right to freedom of expression. Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.'*
- Ask the children to discuss what this means. What is the right and what the responsibility? How can they apply this to their online activity?

- Explain that they have the right to communicate and learn online and the responsibility to be kind to others and be discerning about what they read.
- Now read Article 16:

    '…every child has the right to privacy. The law should protect the child's private, family and home life.'
- Ask the children what this means. What is the right and what is the responsibility? (Privacy is the right and the responsibility is to respect the privacy of others.)
- Explain that online, everyone has the right not to share information they want to keep private and the responsibility to protect that information. It also means everyone has the responsibility not to share other people's private information.
- What might be the consequences of breaking these articles? Look at the words. What does *the law* mean? Ask the children if they can think of any online activity that the police might be interested in? For example, hacking, using someone else's online identity.
- Finally read Article 5:

    'Governments must respect the rights and responsibilities of parents and carers to direct and guide their child as they grow up, so that they enjoy their rights properly.'

    What does this mean?
- Ask the children to discuss rules in their homes concerning technology and online activity. What are their agreed rights and responsibilities? What might the consequences be if the responsibility is broken, for example, they might lose the right to use the technology.

Step 4: Filling up our digital citizen

- On the interactive whiteboard, show the *Digital citizen: rights and responsibilities* photocopiable master.
- Point out the titles on either side of the citizen and explain to the children that their task is to write at least three digital rights important to them. Scribe an example: *play age-appropriate video games.* On the opposite side they must write responsibilities that work together with the rights. In the example given, the responsibility might be *take regular breaks*.
- Ask the children to give some examples of home rights and responsibilities to ensure they understand the task before they proceed.

Step 5: Summing up

- Reinforce that, as digital citizens, we all have rights and responsibilities that work together to make the internet a great place for everyone. Rights and responsibilities apply to everyone. It is important to remember that if we knowingly ignore the responsibilities, we lose the rights. This is the same online as it is in real life.

4 Taking it further

- Ask the children to take home their digital citizen and share it with their family. Encourage them to ask a grown-up to add an example of their own digital rights and responsibilities.