

Short Activity Title	Rights versus responsibilities
<b>Author</b>	Drew Buddie, United Kingdom
<b>Topic</b>	My rights and responsibilities
<b>Competences</b>	Learning to learn / Social and civic competence / Communication in the mother tongue / Digital competence / critical thinking
<b>Level</b>	<input type="checkbox"/> Easy <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Difficult
<b>Age Group</b>	14-15 years
<b>Duration</b>	One or two lessons of 45-60 minutes each
<b>Aim of this lesson</b>	<ul style="list-style-type: none"> <li>• Investigate what it means to have a right compared to a responsibility.</li> <li>• Learn to check facts by consulting legal documents.</li> <li>• Reflect on the concepts of censorship and self-censorship.</li> </ul>
<b>Introduction</b>	<p>Although the World Wide Web has offered opportunities to people to publicly present their own points of view to a global audience, does this mean that 'anything goes'?</p> <p>What exactly does it mean to have a right to do something? And how does this compare to having a responsibility?</p> <p>As the World Wide Web is not owned by any country or state, and is founded on a premise that freedom of speech is permissible, how can a good citizen balance these two elements?</p>
<b>Tools</b>	Internet, EU Charter of Fundamental Rights, bubbl.us ( <a href="https://bubbl.us/">https://bubbl.us/</a> ), Tagxedo and Powtoon.
<b>Process</b>	
<b>Step 1 – (20 minutes)</b>	<p>Open discussion with students: What is the difference between a right and a responsibility?</p> <p>Show students the following videos:</p> <p><a href="http://youtu.be/AUjyy4eh_LE">http://youtu.be/AUjyy4eh_LE</a></p> <p><a href="http://youtu.be/VHamPKNdI7o">http://youtu.be/VHamPKNdI7o</a></p> <p>Do activity 1.1 on page 6 of Web We Want handbook for teens.</p>
<b>Step 2 – (30 minutes)</b>	<p>Get students to download or print the EU Charter of Fundamental Rights. Through class discussion, break down each of the Articles to see what responsibilities come from each right.</p> <p>How is it possible to quickly obtain results from so much text? Organise students into small groups, and get each group to create a mind map using bubbl.us to show each Article broken down with the responsibilities associated with it.</p>

<b>Step 3 – (15 minutes)</b>	Looking at the Employee Rights and Responsibilities (ERR) Workbook, use the find command, <CTRL> <F>, to get them to seek out the number of occurrences of the word 'rights' and the word 'responsibilities'. Use the Text from the ERR Workbook and insert it into Tagxedo to make a word cloud highlighting the use of the words 'Rights' and 'Responsibility'.
<b>Step 4 – (20 minutes)</b>	Using Powtoon.com ( <a href="http://www.powtoon.com/">http://www.powtoon.com/</a> ), each group will now create a promotional video that explains each point they have detailed in the mind map in the previous step.
<b>Step 5 – (20 minutes)</b>	In groups or as a whole-class discussion, reflect with students on what self-censorship really means. Why is this skill crucial when publishing content on the internet?
<b>Follow up options</b>	Define the difference between censorship and self-censorship.
<b>Links</b>	<p>Eu Charter for Fundamental Rights: <a href="http://goo.gl/Vqyghj">http://goo.gl/Vqyghj</a>  ERR Workbook: <a href="http://goo.gl/W9DUAW">http://goo.gl/W9DUAW</a>  <a href="http://bubbl.us">http://bubbl.us</a>  <a href="http://tagxedo.com">http://tagxedo.com</a>  <a href="http://www.powtoon.com">www.powtoon.com</a> (registration required)</p> <p>Please note all Web apps used in this activity are free apps and do not require the user to register with the site in order to use them, with the exception of Powtoon.</p>