

Short Activity Title	Behaving appropriately
Author	Drew Buddie, United Kingdom
Topic	My rights and responsibilities and Participating on the Web
Competences	Learning to learn / Social and civic competence / Communication in the mother tongue / Digital competence/critical thinking
Level	<input type="checkbox"/> Easy <input type="checkbox"/> Intermediate <input checked="" type="checkbox"/> Difficult
Age Group	14-15 years
Duration	45 mins – 60 mins
Aim of this lesson	<ul style="list-style-type: none"> Analyse the concepts of human rights, freedom of expression, censorship and self-censorship. Lead students to reflect on their own online activity. Practice interviewing techniques. EU Charter of Fundamental Rights, Web We Want handbook for teens
Introduction	As the Web has provided us with the opportunity to publish content to a global audience, we must learn the importance of self-censorship and compare this to more widespread censorship.
Tools	Internet, recording device and audio editing software.
Process	
Step 1 – (10 minutes)	<p>Class discussion: What is meant by the term censorship – can you think of any sort of things that are censored for you in your daily lives?</p> <p>Together with students, write a list showing the reasons WHY these things are censored? Does it matter which country you live in as to which things are censored?</p> <p>Ask students to look up the EU Charter of Fundamental Rights and identify any articles that are affected by censorship. Discuss their responses in class or in groups.</p>
Step 2 – (10 minutes)	<p>Trigger discussion among students as follows:</p> <p>Having looked at censorship on a wider scale, let's now look at self-censorship. How do both of these terms differ?</p> <p>Why would you want to self-censor?</p> <p>What sorts of things are appropriate for you to self-censor?</p> <p>Does it make a difference who your audience is?</p> <p>If you are writing content that will appear on the World Wide Web, why does it matter whether your audience is your friends? Does it differ when your audience is people you don't know?</p> <p>Print out Section 1.3 of the Web We Want handbook for teens. Ask students to complete the activities in this section in red pen.</p>

Step 3 – (10 minutes)	Invite students to discuss the results of the answers they gave with a partner. Do their results differ? If so, ask them to note any new points on their sheet in blue pen.
Step 4 – (15 minutes)	In pairs, using a recording device (if one is available to you or if students are able to use a recording functionality in their smartphones), get students to record a short interview with a peer of their choice to explain one of the stories they have looked at relating to the misuse of Twitter.
Step 5 – (15 minutes)	Students play their interviews to each other.
Follow up options	Look for the terms and conditions for any website you use. What is the purpose of terms and conditions? What is meant by the term intellectual property?
Links	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.