

LESSON 7

Draft our charter of online rights and responsibilities, Part 1

40 minutes

Understanding Myself When Engaging Online

Outcome 1.7

WHAT THIS LESSON DOES

In this lesson you will begin drafting a class charter of online rights and responsibilities. You will turn principles like consent, respect, safety and fair use into clear, workable statements that a student can actually follow when online.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
1.7	Develop a charter of online rights and responsibilities for the class to apply to their participation in online spaces both inside and outside school.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Begin a class charter of online rights and responsibilities (LO 1.7)
- Turn principles like consent, respect and safety into clear, workable statements
- Write each statement as something a student can actually do online

BEFORE THE BELL

- Write the five headings on the board: Respect, Consent, Privacy, Responding to harm, Fair use.
- Teacher device with the list-builder interactive on the board

Draft our charter of online rights and responsibilities, Part 1

HOW THE LESSON RUNS

4 min	introduction	Start
6 min	content	Examine and discuss
14 min	activity	Hands-on: draft our charter together
10 min	activity	Your turn: fill the gaps
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Model the difference between a slogan and a checkable statement using one example pair before students begin drafting.
- During the interactive activity, type suggested statements directly into the shared draft as the class contributes. After two or three whole-class examples under Respect, switch to short pair bursts. Guarantee at least one harvested pair statement under every heading before any heading gets a second.
- If a student names a real person, incident or themselves under Consent or Responding to harm, thank them, do not dig, reframe to a general checkable statement, and follow school safeguarding if needed. Do not use a student in the room as the example.
- Circulate during group work to encourage use of concrete verbs such as ask, credit, block or report.
- Default share-back is two groups only reading keepers; every other group must get keepers onto the shared draft now. Heard aloud or added silently counts the same. Protect the make-sense close.
- After group sharing, select and add the strongest statements to the class draft on the board and save the class way. This five-heading draft is the handoff for the adopt session, which must use the same five labels.

WHAT TO WATCH FOR

- Students produce slogan-style statements such as 'be kind'. Solution: Prompt them to make it checkable, for example 'I ask before posting a photo of someone else'.
- Statements are too vague or general. Solution: Ask students to specify an action with a verb like 'check' or 'tell'.
- Groups focus only on one heading without balancing. Solution: Assign headings that need more attention to groups.
- Full-class oral tour overruns the step. Solution: Two groups read keepers; others add silently now, not next session, unless that heading is already full.

DIFFERENTIATION

- Support: Provide two starter statements under each heading for groups that need help getting started.
- Extension: Challenge students to write an additional statement addressing a potential online scenario not yet covered.
- Support: Pair students with stronger writers for the group activity.