

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

- Open the list-builder used in Hands-on: draft our charter together on the board, ready for you to type the class's statements under the headings, and check it displays. It carries the five headings and the starter statements, so there is nothing to copy onto the board in advance.
- The list-builder keeps nothing once the page closes, so plan to copy the draft into a document in the place the class keeps its work, or to photograph the board, before the end.

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 straight into the shared draft as the class contributes. After two or three whole-class examples under Respect, switch to short pair bursts. Work across all five headings first: get at least one pair statement typed under every heading before any heading gets a second one.
- If a student names a real person, an incident or themselves under Consent or Responding to harm, thank them, do not dig, reframe what they said as a general checkable statement, and follow school safeguarding procedures if needed. Do not use a student in the room as the example, because the charter has to be safe for everyone to write.
- Circulate during group work to encourage concrete verbs such as ask, credit, block or report.
- For the share-back, only two groups read a keeper aloud; every other group gets its keepers onto the shared draft during the same step, and tell the room that being heard aloud or added silently counts the same. A full tour of every group will run over and leave Make sense without its three minutes.
- After the group sharing, add the strongest statements to the class draft on the board, then copy every statement into a document in the place the class keeps its work (select the list on the board and paste it), or photograph the board with each heading readable. The next session merges, votes and adopts from this draft, and it uses the same five headings, so keep the labels as they are.

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.
- A full-class oral tour overruns the step. Solution: Two groups read keepers; the others add theirs silently in the same step, not next session, unless that heading is already full.

DIFFERENTIATION

- Support: If a group stalls, point them at the starter statements already on screen under their heading and ask them to reword one so it names an action they would actually take.
- Extension: Challenge students to write an additional statement addressing an online situation the draft does not yet cover.
- Support: Pair students with stronger writers for the group activity.