

LESSON 8

Agree and adopt our class charter, Part 2

40 minutes

Understanding Myself When Engaging Online

Outcome 1.7

WHAT THIS LESSON DOES

Turn your draft charter statements into one shared class charter. Pitch your strongest ideas, debate and merge the wording, vote on the final list and decide where it will live and how it will be used.

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

- Agree a final charter of online rights and responsibilities for use inside and outside school (LO 1.7)
- Debate, merge and vote draft statements into one shared charter
- Commit to where the charter will live and how it will be used through the course

BEFORE THE BELL

- Have last session's draft ready: the document you copied the statements into, or the photo of the board.
- Board headings ready to match Part 1 exactly: Respect; Consent; Privacy; Responding to harm; Fair use.
- Have last session's draft charter statements ready the class way
- Board or shared doc ready for live merge under five headings
- Class way of saving work ready (shared folder or agreed save method)

Agree and adopt our class charter, Part 2

HOW THE LESSON RUNS

4 min	introduction	Start
4 min	content	Examine and discuss
12 min	content	Hands-on: pitch, debate and merge
14 min	activity	Hands-on: agree and adopt the charter
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Put the four-step process on the board as a short list and leave it up. Say the four moves aloud as you write them: first each group pitches one statement to the room. Then the class merges lines that say the same thing. Next the class votes on what goes in. Last, the class commits by deciding where the charter lives and how it will be used.
- Model how to give one strength or one sharper question during pitches (not both; max 20 seconds feedback).
- Cap pitches at one statement per group so merges stay real and the class still has its full time to adopt and save the charter.
- At 8 minutes into pitch/merge, if two headings are still empty, stop open pitches and finish those headings from the pre-clustered board list only.
- Open the list-builder on the board and type the class's own lines; use two student scribes who swap halfway; whole-class signal votes on each adopted line.
- Pitches and merges are run from the front with the whole room listening, so stay at the board and steer the wording aloud rather than moving between groups; when a statement is vague, ask the pitching group there and then for the action it names.

WHAT TO WATCH FOR

- Students keep vague statements such as 'be nice' - prompt them to rewrite as clear actions a student can do.
- Groups ignore others' ideas during merges - remind them to build on peers' contributions.
- Room splits on a statement - improve the wording together once, then take the vote again; the majority carries, and any strong minority concern goes in one short line underneath the statement.
- The charter is not saved because pitches overrun: stop pitches on time and finish the adopted list, the live-and-use note and the copy of the charter first.
- Students try to build private charter lists on devices: keep the list-builder as one shared list on the board. No pupil devices are needed today, the save included.

DIFFERENTIATION

- Support: Provide sentence starters for pitching and rewording statements.
- Extension: If the charter is adopted and saved with time to spare, each student silently names one statement they will watch for in themselves this week.
- Support: Pair students who struggle with a confident peer for the debate phase.