

Ethical and Legal Debates

60 minutes

ICT Specialism 4: The internet and digital literacy

Outcome M4.U3.3

WHAT THIS LESSON DOES

Explore digital ethics through a class debate on topics like creative rights and AI. Review key concepts, participate in opinion line activities to select a question, and write a note summarising positions and your view with evidence.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M4.U3.3	Debate, consider and understand ethical and legal issues such as creative rights, ownership and plagiarism on the internet.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Contribute a reasoned position on a class-chosen digital ethics question
- Use evidence when debating creative rights, AI training, or deepfakes
- Summarise the debate topic, main positions, and personal view

BEFORE THE BELL

- Prepare tape or markers for the opinion line on the floor or board.
- No separate Ethics Debate Note template: students create sm4_ethics_debate_note from the four-block sample you keep on the board.
- Plan a short board evidence bank (Copyright and Related Rights Act 2000; one CC licence term; publicly visible vs free to reuse; one civic/public case).
- Have two backup topics ready (music downloading; deepfakes) if you need to swap a live statement.
- Choose 2 safe debate-topic backups before class (music downloading; deepfakes of public figures) in case the two live statements need a swap. Prepare floor markers or board opinion line.
- Project the four-block worked example large on the board; leave it up through Independent Practice.
- Open the opinion-line on the board before this step. Plan the exact board sentence frame for the winning question (yes/no or allow/ban).
- Write the short evidence bank on the board before Independent Practice starts.
- Confirm students can open Project_Portfolio / 09_specialism / sm4 in cloud storage. Leave board question and four-block sample up. No separate template to distribute, students create the file from the board shape.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
6 min	content	Key concepts
15 min	activity	Opinion line: digital ethics
3 min	content	Common issues
25 min	activity	Independent practice
4 min	content	Reflection
2 min	summary	Lesson summary

TEACHING MOVES

- During the opinion line, facilitate talk first by taking voices for agree and disagree before markers are placed.
- Lock the exact class question on the board before Independent Practice; every student must use that wording.
- Circulate during Independent Practice to prompt use of evidence from the board bank, a law, licence, or case.
- Model neutral wording in whole-class discussion to avoid biased summaries.
- Keep reflection oral so focus stays on the written note.
- Say the calm support line once before the opinion line; keep any personal follow-up private and route it through the guidance counsellor.

WHAT TO WATCH FOR

- Students give gut feelings without evidence: direct them to complete the sentence 'I believe X because...' with a fact or case.
- Using straw-man arguments in notes: send back to neutral wording from the common issues table.
- Skipping fair summary before personal view: remind of the need for balance to meet assessment criteria.
- Different students writing different topics: stop the room and restate the single board question.

DIFFERENTIATION

- Support: On-card sentence starters for Debate topic / Position A / Position B / My reasoned view; board evidence bank for students without prior artefacts open.
- Extension (homework only): Strongest counter-argument section and AI disclosure line from the summary step.
- Support: Allow brief pair talk if a student is still stuck after five minutes of writing, then return to individual files.