

What Happens Now?

Responsible Years 11-13

<p>Connect</p>	<p><i>Students will advocate for individual and collective action, which enhances cybercitizenship.</i></p> <p>Display the word family ‘Advocate’ and ‘Advocacy’. Put students into groups of four and ask them to come up with the best possible: 1. definition of advocacy 2. example of best practice in the school and 3. acrostic poem from the letters of the word ‘ADVOCATE’, containing the key principles of advocacy as they see them. This is to be done from current knowledge within their group and not with reference to dictionaries or Wikipedia at this stage but they will present their ideas to each other and collaborate as a class to include new ideas in their results. E.g. Active voice in support of a cause Description of issue or need and solutions Value adding Opening eyes Creating change Assisting people Teaching new attitudes, skills and behaviours Encouraging others</p> <p>Compare, evaluate and discuss various definitions, examples and acrostics including the one above and referring to references. Agree on the elements of successful advocacy and the objective of applying what they know to a cybercitizenship issue.</p>	<p>Resources</p> <p>http://www.digizen.org.uk/cyberbullying/</p> <p>http://lovemusic.co.nz</p> <p>http://www.rianz.org.nz</p>
<p>Activate</p>	<p>Ask each group of students to find information from the websites listed and any data they can match it with from within their own school community.</p> <p>Cyberbullying: http://www.digizen.org.uk/cyberbullying/</p>	

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	<ol style="list-style-type: none"> 1. What percentage of young people report witnessing or receiving incidences of cyberbullying in the UK? 2. What are the 3 main areas for advocacy against cyberbullying and which is the best way? 3. What are 5 key areas a school needs to address for this issue? 4. Who commissioned this report, who was consulted and by whom and when? 5. What more do you need to know to be able to advocate for individual and collective action in this school on this issue? <p>IP and Copyright: http://lovemusic.co.nz</p> <ol style="list-style-type: none"> 1. Who owns what in a recording? 2. What do 3 NZ artists have to say about it? 3. How do you protect your own copyright and what are 2 reasons why it is important? 4. What authority is behind this information? 5. What more do you need to know to be able to advocate for individual and collective action in this school on this issue? <p>Anti-Piracy: http://www.rianz.org.nz</p> <ol style="list-style-type: none"> 1. What is the 'moral baseline' NZ needs in the digital age and what should it demonstrate and protect us from? 2. What is the RAP fund? 3. Who are some well-known NZ artists on it and who are any noticeable by their absence from it? 4. Who /what is RIANZ? 5. What more do you need to know to be able to advocate for individual and 	
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	<p>collective action in this school on this issue?</p> <p>Managing Online Reputation?</p>	
Demonstrate	<p>Students design a campaign to advocate for cybercitizenship in an area of research from above or any area of cybercitizenship as discussed with the teacher. The campaign should include the key elements of advocacy to promote a change in behaviours, skills and attitudes and be directed at a specific audience using a range of methods. E.g design a web page, hold a press conference, design a poster with a competition or event.....</p> <p>Run at least one element of the campaign.</p>	Assessment
Consolidate	<p>Review and evaluate each other's campaigns.</p> <ol style="list-style-type: none"> 1. Was the issue or need for advocacy clearly established? 2. Are more people more aware of the issue? What audience did you reach and how do you know? 3. What solutions did your campaign provide and is there any evidence of changes in skills, attitudes or behaviours? 	

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