

My Digital Rights Map

SECTION

When the Convention on the Rights of the Child was adopted by the United Nations General Assembly on November 20, 1989, the internet was just beginning to develop globally, and children had not yet encountered the digital world. To assess how the Convention was being implemented in countries, the United Nations Committee on the Rights of the Child, composed of experts, prepared a text to ensure that children can be well, safe, free, healthy, and fully themselves in the virtual world. A summary of the text is available at <https://www.unicef.org/turkiye/media/17626/file/Dijital%20Ortamlarda%20C3%87ocuk%20Haklar%C4%B1%20ile%20C4%B0lgili%20Genel%20Yorum%20No:%2025.pdf>

States that sign the Convention on the Rights of the Child are called "state parties." Turkey is one of these states. By signing the Convention, states parties, like Turkey, pledge to comply with its articles to protect children's rights. For example, states parties must enact legal regulations to protect children from harm in the digital environment and from violence in the digital environment. Institutions must work together to achieve these regulations, and adults should be trained to use the internet responsibly and safely. States must impose effective penalties on those who violate children's rights in the digital world and take measures to prevent children from being harmed. This event aims to raise children's awareness and knowledge of their digital rights.

LESSON

Social studies

CLASS

6

LEARNING OBJECTIVES

To be able to question the effects of digitalization and technological developments on the exercise of citizenship rights.

DURATION OF ACTIVITY

1 class hour (40 minutes)

REQUIRED MATERIALS

A4 and A3 paper,
Colored pencils,
Poster pens,
Large colored cardstock for posters,
Tablet or computer (if available)

PREPARATION PROCESS AND IMPLEMENTATION

First of all, it is important for the teacher to review the document published by the United Nations Committee on the Rights of the Child regarding children's digital rights and the summary document prepared for children.

DESCRIPTION OF ACTIVITY

1 INTRODUCTION (5 Minutes)

A discussion about citizenship rights in digital environments can be held with students. The following questions can be used for this discussion:

*What do you know about e-government, social media, access to information, and freedom of expression? (It is recommended to discuss and discuss each concept individually.)

*It is recommended that children write their conceptualizations on the board as phrases and illustrate them.

*Any misunderstandings about concepts are corrected; it is important for the teacher to provide detailed information about any missing information.

2 DISCUSSION - (5 Minutes)

Brainstorming is encouraged with the question, "Do you think we have rights in the digital environment?" It is important to visualize student responses on the board.

The following keywords can be provided as additional information:

- o Internet access and use of digital tools
- o Expressing oneself freely and differently,
- o Respecting the rights of others while expressing oneself,
- o Gathering with peers,
- o The right to support children's healthy development,
- o The right to be protected from violence and to feel safe,
- o Guidance from caregivers,
- o The right of children to benefit from educational opportunities,
- o The right to have fun, socialize, and play,
- o Privacy in the online context,
- o Protecting and fulfilling existing rights such as freedom of expression.

3 IMPLEMENTATION (30 Minutes)

After the discussion with the larger class, the teacher forms small groups of 4-5 students, including each student. Each group is given colored paper and posters. The teacher asks students to consider the topic discussed in class, "e-government, social media, access to information, freedom of expression, digital rights," in the context of social disasters and traumas (for example, asking questions like, "What kind of digital rights do we have in an earthquake? Which rights are most important in such

situations?"). They are then asked to create a poster with a picture and text featuring the topic of disaster and digital rights, and to name it. These posters are then displayed on the classroom board. Each student examines the posters of the other groups.

In the last 5 minutes, students are asked questions to evaluate the activity:

*What did you learn about your digital rights today?

*What can you do to protect these rights and respect the rights of others?

*What can we do to protect our digital rights during disasters?" These questions ensure that their learning and awareness are shared with the class.

TEACHER FEEDBACK

Disaster and Digital Rights Star Map (INSTEAD OF SPENDING 5 MINUTES FOR THE ABOVE QUESTIONS, YOU CAN DO THE ASSESSMENT ACTIVITY HERE)

1. Preparation

The teacher draws a large star shape (5-pointed) on A3 paper. Each point corresponds to a different assessment question.

2. Questions for the Points of the Star

- ***The most important digital right I learned today:***
- ***What I can do to protect this right:***
- ***The most critical digital right during a disaster:***
- ***What I can do to respect the rights of others:***
- ***The visual/word I remember from today's activity: (Students can draw a small picture or write a word here)***

3. Practice

- ***Each student fills out their own star map.***
- ○ ***Students who wish can draw colorful decorations or small symbols (phone, computer, earthquake symbol, etc.) appropriate to the activity in the center of the star.***
- ○ ***Once the stars are finished, the teacher displays them on the classroom board under the title "Our Disaster and Digital Rights Galaxy."***

REFERENCES:

- <https://cocuk.bilgi.edu.tr/cocuklar-dijital-dunyada-haklariniz-var/>
- <https://www.unicef.org/turkiye/media/17626/file/Dijital%20Ortamlarda%20%C3%87ocu%20Haklar%C4%B1%20ile%20%C4%B0lgili%20Genel%20Yorum%20No:%2025.pdf>