

Lesson title: Creating a better internet - getting started with blue-sky thinking!

Languages

Bulgarian, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Icelandic, Italian, Latvian, Lithuanian, Maltese, Norwegian, Polish, Portuguese, Romanian, Russian, Serbian, Slovak, Slovenian, Spanish, Swedish, Turkish

Subject

Introduction to 'Creating a Youth Manifesto for a Better Internet.'

Age group

Over 9 years of age.

Online/ICT tools	Offline/paper-based tools
Projector/screen Video clip (YouTube or CD) Internet access (pre-check access to individual websites)	Flipchart paper/coloured pens Sticky memo notes

Introduction

This is an introductory lesson in a series of activities on 'Creating a Youth Manifesto for a Better Internet'. This lesson has been designed to enable children and young people across Europe to be active participants in contributing to the manifesto. All lessons allow for participation and provide learning activities with outcomes for developing the children's own skills in becoming responsible digital citizens and for sharing visionary ideas on the future of the internet.

Description

This lesson enables students to explore the history of the internet, express their views on the internet today as well as aspects of their own digital lifestyles, and what they think the internet would or should look like in the future. It sets the scene for the compilation of the Youth Manifesto based on blue-sky thinking and out-of-the-box ideas of young people across Europe.

Pedagogical objectives

As a result of engaging in this lesson, children and young people will have:

1. Increased their awareness of their own digital lifestyles.
2. Increased their skills in collaboration (digitally or offline) and out-of-the-box thinking.
3. Learnt about contributing positively to the development of European policy.

Process

Introduce the theme of the lesson by playing the provided tutorial video. After playing the video, ask the group if they have any immediate questions, to ensure that they have understood the process. Keep a flipchart of the questions asked and the responses given. This can then be kept throughout the lesson to refer back to. It can also be used as a 'parking space' for questions you wish to answer later in the lesson.

- **Part A:** Divide the class into small groups and provide each group with some flipchart paper and pens (you can assign roles such as 'recorder' or ensure each person takes a turn, to help structure the group discussion).
 - For younger children, start by asking the groups to write in a brainstorm style - "*What do I like to do online?*". After sufficient time, ask the group to feedback their ideas to the rest of the class. Keep a note of the most popular things.
 - For both children and young people, ask the groups to write on the flipchart in a

brainstorm style – “*What is the internet?*”. They can start by searching online for definitions or come up with their own. Ask them to also consider the source of any information they find - is it reliable? Ask them to feedback to the rest of the class their definition and then enable everyone to challenge/agree and vote for the best definition. This can be done with sticky notes or online using a tool such as Tricider [<http://tricider.com>].

- **Part B:** Still working in small groups, now explore the topic of “*Digital lifestyles*”. Start by asking “*What areas of life have been ‘changed’ by doing things online?*”. Secondly, get the groups to consider, “*How has this changed for them over the last few years?*”. Thirdly, get them to think about, “*What do they think the internet will be like in the future?*”. Use either flipchart paper with headings or an online resource (such as Padlet - <http://padlet.com>) to record their ideas.
- **Part C:** The next part of the lesson will begin to explore “*What is a ‘manifesto’?*”. Ask the groups to search online to find examples of manifestos in different contexts; image searches might produce some useful examples (www.kidrex.org a useful safe search tool for younger students).
 - For younger children, ask the class what their own manifesto for creating a better internet might contain? Working in groups, ask them to come up with five basic ideas and create a title for it by exploring alternative words for ‘manifesto’. Task each group to design a creative poster of their ‘manifesto’: this can be done on flipchart paper, as a PowerPoint presentation or maybe even using an online tool (such as Glogster - <http://edu.glogster.com>).
 - For older children, introduce them to, or refer to, the United Nations Convention on the Rights of the Child (UNCRC). Ask them to come up with their own terms for ‘manifesto’, and ask “*What could make it more user friendly and understandable for younger children?*”. Collate the suggestions on one document to create a display or use an online resource (such as Wordle - www.wordle.net/)
- **Part D:** Introduce the participants to the notion of the Tricider collaborative tool which is being used to gather opinions on the Youth Manifesto for a Better Internet. Ask them to express and/or input online their ideas on the future of the internet. They may want to particularly consider questions such as: “*Will the internet still be free in the future?*”; “*Will the internet become an indispensable part in our lives?*”.

Evaluation

This lesson provides you with a benchmark of your students’ understanding to use for evaluating subsequent lessons. Reflect on any questions raised at the start of the lesson and check understanding. Ask your students for sticky notes with a comment on ‘*something they learnt today*’.

Links

Website	Description
www.youthmanifesto.eu	Website to collate views on digital rights.
www.saferinternet.org	The website of the European network of Safer Internet Centres.
www.kidrex.org	Safer search engine provided by Google.
www.glogster.com	Poster creation website.

http://padlet.com/	Website for collaborating on a 'wall of ideas'.
http://www.wordle.net/	Website for creating word clouds.
www.unicef.org.uk	United Nations Convention on the Rights of the Child.