

## HUMAN RIGHTS

### LEARNING OBJECTIVES/WALT

- To recognise that images and information online can be altered or adapted and the reasons for why this happens
- To make safe, reliable choices from search results
- How to report something seen or experienced online that concerns them. E.g. images or content that worries them, unkind or inappropriate communication

### KEY VOCABULARY/LANGUAGE

- STEM sentence - *Am I looking at something true or false, real or fake? Is this a red flag ... or a green flag?*
- Manipulation
- Critical thinking
- Misinformation
- Truthful and accurate

### WHAT YOU WILL NEED

- Red paper, green paper - pre cut rectangles (or you can premake these flags and hand them out to save time)
- Lollipop sticks
- Blue tac blips x 2 each or pritt stick
- Lesson 4 resources doc ([Link](#))

## LESSON 4 - LIVING IN THE WIDER WORLD - MEDIA LITERACY AND DIGITAL RESILIENCE - Advertising, persuasion and thinking critically

| Lesson Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Time guide | Outcomes                                                                         |
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| <b>EXPLORE DESIGN - True or False Flag</b><br><br>Use slide 3 to make a flag (with class or ahead of time) <ul style="list-style-type: none"> <li>- Sit in a circle or at desks holding your 2 flags</li> <li>- Close your eyes - vote yes or no to each question (Slide 4-10 prompts)</li> <li>- Teacher to expand on the reason for the yes/no answer and make sure everyone understands why</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                   | 10 mins    | Testing understanding<br><br>Fun way to introduce scenarios for learning         |
| <b>EXPLORE DESIGN - Real or Fake Radar</b><br><br><ul style="list-style-type: none"> <li>- Slide 11 prompt - we need to be able to recognise that images and information can be manipulated</li> <li>- Show each image, slides 12-17, and discuss whether it is real or fake and use the 5 point guide below to steer your discussion.</li> <li>- slide 18 Cottingley fairies - picture manipulation has been around for a long time</li> <li>- Watch video slide 20</li> <li>- Talk through slide 21</li> </ul>                                                                                                                                                                                                                                                                                            | 10 mins    | Guided discussion and reinforcing the learning<br><br>Checking against the facts |
| <b>IDEATE MUSIC - Red Flag/Green Flag: a song to help us remember</b><br><br><ul style="list-style-type: none"> <li>- Make a list of DOs and a list of DON'Ts, short and snappy sentences. Write on the board (slide 22)</li> <li>- Edit and consolidate into a structure of verses and chorus lyrics</li> <li>- Create a simple red flag green flag chorus as a whole group using songwriting method:</li> </ul> <p>Cueing the class with 1,2,3,4, everyone sing the first line together - anything they like<br/>           Ask for volunteers to sing their tune alone. Hear a few, when one offering is memorable and easy to copy, everyone sing it together<br/>           Draw a coloured wavy line above the words which traces the ups and downs of the melody.<br/>           Practice chorus</p> | 15 mins    | Text/lyric writing<br><br>Embedding the learning by making a catchy song         |
| <b>EVALUATE - Perform and record the song</b><br><br><ul style="list-style-type: none"> <li>- Bring the verse groups together and order them. Sing through each verse with everyone singing chorus in between.</li> <li>- Practice and Record</li> </ul> <p>What could we improve to make sure our message is clear?<br/>           Write a list and then now or later ...<br/>           ...Get this ready to perform to the whole school so they all know how to stay safe online</p>                                                                                                                                                                                                                                                                                                                     | 10 mins    | A memorable song class can sing again and teach others                           |