



| <b>ACTIVITY PLAN</b>                        |  |
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| <b>Theme</b>                                | <p>An introduction to youth protection law that is directly relevant to media education, focusing specifically the United Nations Convention on the Rights of a Child (UNRC). EU policy specifically refers to the UNRC, “The rights of the child are part of human rights: rights that the EU and EU countries must respect, protect and fulfil as laid down in the in the UN Convention on the Rights of the Child UNRC”</p> <p>This lesson is therefore designed to help media educators to explore key aspect of the UNRC that relate specifically to media and social media.</p>  |
| <b>Aims</b>                                 | To be aware of youth protection laws   |
| <b>Objectives</b>                           | <ol style="list-style-type: none"> <li>1. To discuss the United Nations Convention on the Rights of a Child in general terms.</li> <li>2. To consider the meaning of article 36 to ‘protect children from all other forms of exploitation, for example the exploitation of children for political activities by the media’.</li> <li>4. To explore the meaning of article 17 especially the phrase ‘the right to reliable information from a variety of sources’.</li> <li>5. To discuss article 24 to ‘protect children from all forms of sexual abuse and exploitation.’</li> </ol>  |
| <b>Target audience</b>                      | 12+  |
| <b>Youth worker activity (step by step)</b> | <ol style="list-style-type: none"> <li>1. Project the UNRC from the UNICEF web site and discuss why it is important to protect the rights of children</li> <li>2. Facilitate a discussion to identify political organisations that might want to use the media to exploit young people. <ul style="list-style-type: none"> <li>Ask learners to define the term propoganda</li> <li>Ask learners to discuss the impact that political propaganda might have on young people.</li> <li>Ask learners list a number of reasons why young people might need the right to reliable information from a variety of sources.</li> </ul> </li> <li>3. Create a character who might have been targeted by a politacl organisation and subject to propaganda, ask puils to list things that they might say to encourage her to focus on reliable information from a variety of sources.</li> <li>4. Ask pupils to define the term grooming. <ul style="list-style-type: none"> <li>Facilitate a discussion of how media and social media are used by people for the grooming of young people.</li> </ul> </li> </ol> |



## Media Literacy resources for youth workers

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|   | <p>Ask pupils to identify responsible adults who could help if a young person was being groomed.</p> <p>Ask pupils to discuss the best way to approach a responsible adult if you thought someone was being groomed.</p>  |
| <p><b>Learner activity</b><br/>(step by step)</p> | <ol style="list-style-type: none"> <li>1. Note how the UNRC is a list of some important youth protection rights.</li> <li>2. Identify a number of political organisations that might want to use the media to exploit young people.</li> </ol> <p>Discuss the meaning of the term propaganda and as a group write a definition of the term.</p> <p>Identify and discuss political organisations that have used propaganda to target children.</p> <p>Identify and discuss why the right to reliable information from a variety of sources is important.</p> <ol style="list-style-type: none"> <li>3. Make a list of things that they might say to encourage critical thinking and a focus on reliable information from a variety of sources.</li> <li>4. Discuss the meaning of the term grooming and as a group write a definition of the term.</li> </ol> <p>Share their understanding of grooming.</p> <p>Make a list of responsible adults who could help if a young person was being groomed.</p> <p>Make a list of people they could approach for help.</p>  |
| <p><b>Resources required</b></p>                  | <p><u>*We recommend you copy and paste the full link rather than clicking through*</u></p> <ol style="list-style-type: none"> <li>1. Access to the UNICEF web site <a href="https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.73227477.731392387.1519895158-1477497368.1519895158">https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.73227477.731392387.1519895158-1477497368.1519895158</a></li> <li>2. Dictionary definition of the term propaganda e.g. <a href="https://en.oxforddictionaries.com/definition/propaganda">https://en.oxforddictionaries.com/definition/propaganda</a></li> <li>3. An appropriate example of a political organisation that has used propaganda to target children e.g. <a href="https://www.wienerlibrary.co.uk/A-is-for-Adolf-UNESCO">https://www.wienerlibrary.co.uk/A-is-for-Adolf-UNESCO</a></li> <li>4. Tips for how to encourage critical thinking and the use of reliable sources <a href="http://primarytech.global2.vic.edu.au/2018/02/23/research-filter/">http://primarytech.global2.vic.edu.au/2018/02/23/research-filter/</a></li> <li>5. Dictionary definition of the term grooming e.g. <a href="https://en.oxforddictionaries.com/definition/grooming">https://en.oxforddictionaries.com/definition/grooming</a></li> </ol> |



## Media Literacy resources for youth workers

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|                               | 6. A reliable web site with information on how grooming happens is NSPCC site in the UK. <a href="https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/grooming/">https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/grooming/</a> |
| <b>Assessment of learning</b> | Assess list identified by learners<br>Assess the definition created by learners<br>Observe discussion  |
| <b>Duration</b>               | 1 hour   |