



# CLASS 6: What the laws say

## CSPE Curriculum Mapping:

### CONCEPT:

Human Dignity; Rights & Responsibilities;  
Law; Democracy

**METHODOLOGY:** Brainstorming;  
key messages

### AIMS:

- To draw up a law protecting privacy
- To examine the rights and laws which exist both at a national and international level

### LEARNING OUTCOMES:

After completing the lesson, students should:

- Be aware of the rights and laws which protect our privacy
- Have an understanding of the need for these laws and rights

## ICT Framework Links:

### LEARNING OUTCOMES:

Students, having completed this lesson, should be able to:

- *Demonstrate understanding and critical awareness of the contribution of New Media to the individual and to our society*

### DEMONSTRATION OF LEARNING:

Students using this lesson will have opportunities to:

- *Discuss, develop, implement and evaluate policies and procedures relating to New Media*
- *Assess the impact that New Media has on the individual and society*
- *Analyse and discuss the advantages and disadvantages of widespread use and reliance on New Media technologies*
- *Investigate the challenges and solutions New Media present in our community/country*

## OVERVIEW:

In this lesson students will examine privacy as a human right. First students will draft their own version of a law to protect privacy, and consequently will examine four documents which set out a right to privacy.

## REQUIREMENTS:

- **Copy of the sheet of references to privacy in Bunreacht na hÉireann, the Universal Declaration of Human Rights (UDHR), the United Nations Convention on the Rights of the Child (CRC), the European Convention on Human Rights (ECHR) (The sheet is provided below. Simplified wording is also included)**
- **A copy of Desert Island Law sheet for each group**

### STEP 1:

Ask students to consider who is protecting their interests. Guide the brainstorm from personal to global in concentric circles.

### STEP 2:

Refer to laws and rights. Ask where laws and rights protecting privacy are included, and where should they be included. Aim to elicit from the students the following: Bunreacht na hÉireann /Universal Declaration of Human Rights/ Convention on the Rights of the Child/European Convention on Human Rights.

### STEP 3:

Divide the class into groups of five. Give each group a copy of the handout *Desert Island Law*. Ask each student to imagine they are making the laws for a new country, and then write a law protecting privacy.

### STEP 4:

Invite a reporter from each group to share their laws with the class and particularly how they would protect privacy.

### STEP 5:

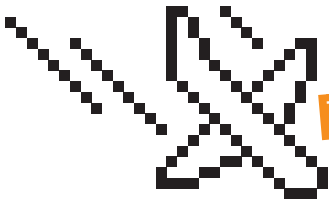
Distribute the document naming the references to privacy in each of the four rights documents. Ask students to discuss in groups the differences between the laws they decided on and those from the four documents.

# Desert Island Law

Imagine that you were a passenger on an aeroplane which got into difficulty and was forced to land on an island in the middle of nowhere.

There are 250 passengers and crew on board.

Your chances of rescue are very slim. However, there is a limited supply of food, water and shelter available on the island.

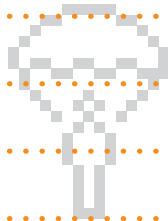


List 5 Laws you need to make in order to survive...  
*Include a law protecting privacy*



.....  
.....  
.....  
.....

#1

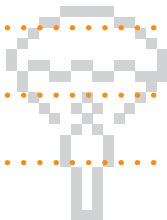


#2

#3

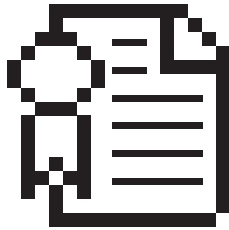


#4



#5





## Bunreacht na hÉireann

### CONSTITUTION OF IRELAND

#### Article 40.3.2:

The State shall, in particular, by its laws protect as best it may from unjust attack and, in the case of injustice done, vindicate the life, person, good name, and property rights of every citizen.

or **Everyone has the right to their 'good name'.**

## Universal Declaration Of Human Rights (UDHR)

#### Article 12:

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

or **The law must protect everyone from attacks against their private life, family life, home life, correspondence, honour or reputation.**

## United Nations Convention on The Rights of the Child (CRC)

#### Article 16:

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.
2. The child has the right to the protection of the law against such interference or attacks.

or **Every child has the right to privacy.  
The law should protect the child's private, family and home life.**

## European Convention On Human Rights (ECHR)

#### Article 8:

1. Everyone has the right to respect for his privacy and family life, his home and his correspondence.
2. There shall be no interference by a public authority with the exercise of this right except such as is in accordance with the law and is necessary in a democratic society in the interests of national security, public safety or the economic well-being of the country, for the prevention of disorder or crime, for the protection of health or morals, or for the protection of the rights and freedoms of others.

or **Everyone's private life and home life should be protected. It may be possible to interfere in someone's private or home life but only in certain circumstances.**

