

Debate me on social media

In this lesson the students will think about freedom of expression. They will debate whether you are always allowed to say whatever you think, both online and offline. They will come up with arguments in favor of and against various statements relating to freedom of expression.

Duration: 1 hour.

STRUCTURE

- Introduction: Creating awareness among the students in relation to public expression of opinion. (15 min.)
- Next step: The difference between offline and online discussions. (10 min.)
- In practice: The students prepare and perform a debate. (20 min.)
- Evaluation: The students discuss what they have learned from the debate. (10 min.)

PREPARATION

You can prepare by:

- Reading this teacher's guide and the students' worksheet.
- Opening the presentation.
- Print the attachment and cut out each statement.

PERSONALIZED LEARNING

- VMBO students are allowed to discuss the subject in Dutch. However, the arguments they come up with should be written down in English. If desired, they can be provided with the statements in Dutch as well as English (see attachment).
- If devices connected to the internet are available,

students are allowed to use the internet to look up recent news articles to support their arguments.



CITIZENSHIP

This lesson focuses on the pillar 'democracy', with a focus on developing the skills 'Expressing, explaining and exchanging different points of view in discussion and dialogue' and 'Using sources critically' (learning objectives 11 and 12 curriculum framework SLO citizenship education and human rights education). Freedom of expression in the digital world is a much-discussed theme in the social debate. In this lesson, students investigate this theme and debate with each other on the basis of various statements.

The component Citizenship in the Digi-doener is based on the citizenship portal from SLO. SLO distinguishes three domains of citizenship education: democracy, participation and identity. From this perspective we are working on citizenship in the Digi-doeners, more information can be found [here](#).



ETHICS

This lesson focuses on the following ethical questions: Should we always be allowed to say what we think (freedom of expression)? Does it matter whether we say this out loud or on the internet? Do people express their opinions differently online? Do we have sufficient knowledge about the subject we are expressing our opinion on?

LEARNING TARGETS

Domein curriculum 2021	Leerdoelen digitale vaardigheden	Kerndoelen	21st century skills
1 Digitale communicatie & samenwerking DG4.2 Digitale communicatie.	1 Mediawijsheid De leerling leert nadenken over het respectvol omgaan met ieders privacy.	1 Engels De leerling leert in spreektaal anderen een beeld te geven van zijn dagelijks leven.	1 Communiceren
2 Digitaal burgerschap DG5.1 De digitale burger.	2 Informatievaardigheden De leerling kan feiten van meningen onderscheiden.	2 Engels De leerling leert strategieën te gebruiken bij het verwerven van informatie uit gesproken en geschreven Engelstalige teksten.	2 Zelfregulering

INTRODUCTION

Opening slide



Slide 1, Group discussion

Ask the students: Who has a strong opinion about something? Discuss what they have strong opinions about and how and where they usually express these opinions (e.g. on social media or discussing with friends in person.)



Slide 2, Group discussion

Explain: Freedom of expression is one of the universal human rights. However, can we always express our personal opinion in every situation? (Ask the students to share personal experiences or other examples where expressing an opinion either worked out very well or very poorly.)



NEXT STEP

Slide 3, Group discussion

Watch [the video](#) together, from 1:10 to the 4:00 mark. Ask the students what they think about the American Article 230. Ask: Do you think this is a good law? Why (not)?



Watch [the second part](#) of the video, until the 6:42 mark. Explain: Online platforms are now allowed to decide who is allowed to share their content and who isn't. Do you think online platforms should have this right? Why (not)?



Slide 4, Individual work

Have the students look up a discussion about a topic they have strong opinions about on the internet, for example on Instagram, Facebook, Twitter or in the comment section of a YouTube video. Ask: What stands out to you? Do you think you could have such a discussion in real life? Why (not)? What are the similarities and differences between the discussions online and discussions in person?

IN PRACTICE

Slide 5, Group work

Make groups of four students. Print the statements in the attachment. Cut out each statement and divide them among the groups. If desired, you may include the Dutch translation of the statements. Each group gets a statement and has to come up with three arguments both in favor of and against the statement, using the steps in the worksheet.



Slide 6, Group work

 Discuss the rules for a good debate (on the slide) with the students. Divide the groups of four students into groups of two. Decide which two students are going to argue in favor of the statement and which two students are going to argue against the statement. Let the students perform their debate. The debate will last about five minutes. Afterwards, ask the rest of the students (the audience during the debate) to give both positive and constructive feedback on the debate.



EVALUATION

Slide 7, Group discussion

Ask the students how they thought the debates went. What did they learn from this lesson? Emphasize that discussions should always remain respectful and that we should take into consideration the feelings of the person we are debating, either online or offline.



ATTACHMENT FOR THE TEACHER - STATEMENTS

Sociale media (bijv. WhatsApp, Facebook en Instagram) zorgen voor meer ruzies en verdeeldheid tussen mensen.	Social media (e.g. WhatsApp, Facebook and Instagram) is the cause of more fights and polarization amongst people.
Ik kan makkelijk onderscheid maken tussen nepnieuws en feiten in wat ik online lees.	I can easily distinguish between fake news and facts in information that I read online.
Iemand uitschelden op het internet is makkelijker dan iemand persoonlijk uitschelden.	Calling someone names online is easier than calling them names face-to-face.
Als iemand een bericht of foto van zichzelf op sociale media plaatst, vraagt diegene daarmee automatisch om een mening van anderen.	When someone posts a message or a photo of themselves on social media, they're automatically asking for other people's opinion on what they're posting.
Wanneer je uit een groepsapp stapt, geef je hiermee aan dat je niets meer met deze mensen te maken wilt hebben.	When you decide to leave a group chat, you are telling this group of people that you want nothing to do with them.
We zouden beter af zijn zonder sociale media.	We would be better off without social media.
Ik mag op sociale media alles zeggen wat ik denk.	I'm allowed to fully express my opinion on social media.
Als je geen verstand hebt van een onderwerp, moet je hier geen mening over geven.	When you don't know anything about a certain topic, you should not give your opinion on this topic.
Sociale media zorgen ervoor dat ik beter in staat ben om mijn mening te formuleren.	Social media enables me to better formulate my own opinion.
Sociale media bedrijven zijn verantwoordelijk voor alle content die zichtbaar is voor hun gebruikers.	Social media companies are responsible for all content that is visible to their users.
De anonimiteit op sociale media moet verdwijnen zodat we altijd kunnen achterhalen wie er wat heeft geschreven.	Anonymity on social media must disappear so we can always trace who wrote what.