

ACTION PROJECTS



ACTION PROJECT 1

Internet Safety Survey

Organise a survey in your school on awareness of internet safety in your school.

STEP 1: Agree the Action

- Establish the issue for the class
- Decide exactly the rationale behind this action project
- As a class, discuss what information should be ascertained as a result of the survey
- Discuss how the survey will be carried out, who will be surveyed and how the findings should be presented

STEP 2: Form Committees

- Divide the class into committees to plan the action project

Possible Committees:

— PERMISSION COMMITTEE

This committee will be responsible for seeking permission from the Principal to carry out the survey. It may be necessary to write to the Principal to set up an appointment. During this appointment an outline of the background to the survey may need to be presented.

SKILLS: Letter-writing; communication; computer skills; negotiation skills, etc.

— QUESTIONS COMMITTEE

This committee will draw up the survey on students' attitudes and awareness of internet safety. This could be done across a year group or across the whole school. Interesting comparisons could be made on comparison of responses from senior and junior students. This committee will be responsible for formulating the questions, deciding whom to survey and sorting through responses.

SKILLS: Mathematical skills; presentation skills; communication skills; computer skills, etc.

— SURVEY COMMITTEE

This committee will be responsible for carrying out the survey. Having decided which classes will be surveyed; these students will go to each class. They must give background information to explain why the survey is being carried out. They must be ready to answer any questions and must ensure that they have enough copies of the survey for each class.

SKILLS: Communication skills; negotiation skills; planning skills; gathering information etc.

— DISPLAY COMMITTEE

This committee will co-ordinate the presentation of the findings. Graphs, statistics should be made as eye-catching as possible with colour and key messages arising from the findings. The findings could be presented at school assembly, over the school intercom or in the school newsletter.

SKILLS: Design skills; drawing skills; communication skills; presentation skills, etc.

— RECORDING COMMITTEE

This committee will record the work of the class throughout the action project. This will involve taking photographs of the work at all stages, taking feedback from different committees at various stages of the process. All this information will be collated and compiled into a report after the action project is completed.

SKILLS: Photography skills; writing skills; computer skills; communication skills, etc.

STEP 3: Plan Team Tasks

- Allow each committee time to plan their tasks and liaise with other committees as appropriate
- Decide a time frame for the project
- Ensure students are keeping a record of the work carried out at every stage of the process - this will be of great benefit when writing up the report on the action project

STEP 4: Complete the Action

- Decide on the questions
- Carry out the survey
- Decide on the presentation of the findings

STEP 5: Evaluate the Action

- With the help of the work of the recording committee, as a class evaluate the success of the project
- Evaluation should include consideration of facts learned, skills acquired and personal reflection on the outcomes of the project
- Allow each committee time to evaluate the success of their team work
- Lastly, encourage each student to reflect on his/her own contribution to the action project

STEP 6: Report the Action

- Decide if students are writing up a RAP (*Report on an Action Project*) or a CWAB (*Coursework Assessment Book*)
- It may be useful to complete a rough draft of this report writing before filling in the booklet for the Junior Cert CSPE exam

Create a Class/School Charter of Online Rights and Responsibilities

The objective is for the class to create and elaborate its own individual charter of online rights and responsibilities. After this the class should compare what they have compiled with Webwise's charter of online rights.

STEP 1: Agree the Action

- Establish the issue for the class
- Decide exactly the rationale behind this action project
- As a class, debate the issue of rights and responsibilities in relation to internet privacy
- Discuss how the charter should be compiled and how it will be presented

STEP 2: Form Committees

- Divide the class into committees to plan the action project

Possible Committees:

— RESEARCH COMMITTEE

This committee will research the issues of online privacy based on the learning of the classes. Further information may be necessary from the internet. This committee will also look at the connection between rights and responsibilities in general and act as editors of the charter when drawn up.

SKILLS: Research skills; collation skills; computer skills.

— RIGHTS COMMITTEE

This committee have the responsibility of drawing up the list of rights which will be included in the charter. They must decide how many they will include. They must consult all students in the class on this and find a means by which they will decide on the final list of rights.

SKILLS: Negotiation skills; gathering information; selection skills.

— RESPONSIBILITIES COMMITTEE

This committee will draw up a list of responsibilities which will be included in the charter. As for the 'rights committee' they

must consult the entire class and consider the list of rights chosen when making their final decision.

SKILLS: Negotiation skills; gathering information; selection skills.

— CHARTER COMMITTEE

This committee will decide on how the final charter will be presented. They must decide the shape and layout of this charter. There may be images, photographs or slogans included on the charter.

SKILLS: Design skills; creative skills; communication skills.

— PUBLICITY COMMITTEE

This committee will organise publicity for the unveiling of the charter. This may be a class or whole school event. The class may invite the Principal or year head to unveil the charter at a ceremony at which each committee could have a representative make a speech emphasising the importance of internet safety. Further publicity could be gained through a message over the school intercom, a speech at assembly or an article on the school newsletter.

SKILLS: Communication skills; planning skills; presentation skills.

STEP 3: Plan Team Tasks

- Allow each committee time to plan their tasks and liaise with other committees as appropriate
- Decide a time frame for the project
- Ensure students are keeping a record of the work carried out at every stage of the process - this will be of great benefit when writing up the report on the action project

STEP 4: Complete the Action

- Decide on the rights and responsibilities which will be included
- Draw up the charter
- Decide on the publicity which will accompany the unveiling of the charter

STEP 5: Evaluate the Action

- As a class evaluate the success of the project
- Evaluation should include consideration of facts learned, skills acquired and personal reflection on the outcomes of the project
- Allow each committee time to evaluate how well they believe the charter
- Lastly, encourage each student to reflect on his/her own contribution to the action project

STEP 6: Report the Action

- Decide if students are writing up a RAP (Report on an Action Project) or a CWAB (Course work Assessment Book)
- It may be useful to complete a rough draft of this report writing before filling in the booklet for the Junior Cert CSPE exam

Further Possible Action Projects

- Organise an Internet Safety Awareness Day in your school
- Write a booklet: 10 tips for safe surfing
- Organise an awareness raising campaign in school based on the learning from this pack

