

OPERATION PARADOX

Digital technology can be good or bad, can't it? Let's explore this statement and see how you manage this contradiction in everyday life.

MISSION 1: OPPOSITES

In Operation 1989 you selected which rights you thought were impacted by digital media, either in a good or a bad way, and now of course, we want to know why!

Tell us which rights are impacted in a **positive** way. What about the reverse, does digital technology get in the way of your rights? Tell us which rights are impacted in a **negative** way.

List three rights that you think are helped thanks to digital technology, and why (How does technology have a positive impact on this right?).

*Read the Convention or the condensed list of 28 rights next page before you decide.
Make sure to use as many examples as you can to illustrate your answers.*

Right 1:

Why:

Right 2:

Why:

Right 3:

Why:

Now list three rights that you think are potentially threatened by digital technology, and why (How does technology have a negative impact on this right?).

Right 1:

Why:

Right 2:

Why:

Right 3:

Why:

- Right to have your best interests looked after (Art. 3)
- Right to parental guidance (Art. 5)
- Right to survival and development (Art. 6)
- Right to an identity (Art. 7, 8)
- Right to live with, and be raised by family (Art. 9, 10, 18)
- Right to express your views in matters that concern you, and for those to be respected (Art. 12)
- Right to access information (Art. 17)
- Right to privacy (Art. 16)
- Right to special care in some circumstances (Art. 20, 21, 22, 23, 39)
- Right to health (Art. 24, 25)
- Right to social security (Art. 26)
- Right to an adequate standard of living (Art. 27)
- Right to education (Art. 28, 29)
- Right to preserve your own culture, language and religion as a minority (Art. 30)
- Right to leisure, play and culture (Art. 31)
- Right to a juvenile justice system (Art. 40)
- Freedom of expression (Art. 13)
- Freedom of thought, conscience and religion (Art. 14)
- Freedom of association (Art. 15)
- Protection from all forms of violence (Art. 19)
- Protection from kidnapping (Art. 11)
- Protection from child labour (Art. 32)
- Protection from drug abuse (Art. 33)
- Protection from exploitation (Art. 34, 35, 36)
- Protection from harmful detention and punishment (Art. 37)
- Protection and care in war and armed conflicts (Art. 38)
- Right to benefit from any rights and legislation better than these rights (Art. 41)
- Right for those rights to be known, protected and implemented (Art. 4, 42, 43-54)

MISSION 2: OFFLINE

We have talked a lot about being connected, but what do you have to say about being DISconnected?

For this mission, we would like you to recruit someone to help you. Your helper will interview you about your experience of going offline.

- When and how do you go offline? How (if ever) do you 'switch off' from digital media?
- How easy or difficult is it to disconnect from the digital world? And how important is it?
- Is disconnecting part of being online?
- Is there pressure to be connected? Is there a right to disconnect?
- When is digital access too much, and why?

Your helper can ask you the questions one by one, or you can prepare your answers beforehand and present a short speech that covers all or most of the questions. It can be a video or audio recording, or you can also write your answers in the box below.

Make sure you use examples that are relevant to your actual experience. We want to hear your own personal views, not what your teachers, friends or family members might think about going offline.

MISSION 3: DISCONNECT *This mission cannot be completed during the actual workshop, but you are welcome to complete this mission after the workshop.*

Challenge yourself to switch off from digital technology for... an hour, a day, a week?

The duration is up to you and will depend on your current use. Ask yourself: how long would it be for you to consider this a real challenge? That's the duration you should start with!

At different points in time during the challenge (at least at the start and at the end, and more often if you can), document what happens and how it affects you. You can do this either in the form of a written journal entry (in the box below or on a separate piece of paper), a photo, drawing, or a short video, or any combination, using the questions below to help you.

- How long did you switch off for?
- How did you feel?
- What happened?
- Did you do something that you would not have done otherwise?
- Did you tell anyone about this challenge? What was their reaction?

At the end of the challenge, send or give the teacher your journal.