

The Right to Remove

Introduce the scenario

We are now going to move forward to scenario two which is about your right as young people to remove or delete content which exists about you online, which may be embarrassing or maybe not in your interests anymore. This scenario is in the form of a game show and you are the studio audience...

Play the video clip

Found at <http://oer.horizon.ac.uk/5rights-youth-juries/>

About the video clip:

This scenario is framed as a game show where contestants share a piece of content that they would like to have deleted and the studio audience determines who does and who doesn't. The first participant is applying to do film studies at university. There is a video she made a few years ago that got some poor feedback and she would like to have the video deleted so that it won't damage her prospects of getting a place. The second participant is applying to do humanitarian work with refugee charities. However, when she was a teenager she wrote a blog post that had some radical views on immigration that did have an impact on her getting recruited. She no longer holds these views and does not want to be associated with this anymore. The third participant was in an argument with her friend online. She said things in the moment that she now regrets and although she deleted the conversation, her friend has been showing her other friends what was said.

Host a discussion

Q: Who do you think should have their content deleted any why?

Q: Do any of these situations feel familiar?

Q: Do you think that prospective employers or universities do look at your profiles online?

Q: Do you know how to delete content online?

Q: Do you feel comfortable to ask your friends to delete information about you?

Q: How do you feel about screen-shotting content?

Q: Do you feel that a person's past is important to be kept in the public eye?

Q: What about if someone has committed a crime, should that person have the right to get things removed?

Additional articles

[Paris Brown: no further action to be taken over Twitter comments](#)

[Taking a screenshot and sharing Snapchat snaps without consent is illegal in the UK](#)

* For an older group: [Japanese court rules against paedophile in 'right to be forgotten' online case](#)

Additional Critical Reading Exercise

You can use [Hypothes.is](#) and paste a link to begin annotating a web-article. This is great for online audiences and quieter groups.

Group Design

Formulate smaller groups to design recommendations for government/internet companies; awareness campaigns of issues/solutions to peers etc. This can be done using flipchart paper to scatter ideas

Ask them to think about:

1. What they want to say
2. Who they are speaking to
3. How best to reach that person/group

Stakeholders can include:

- Local Government
- National Government
- Teachers
- Parents
- Friends
- Children's charities

Communication Methods can include:

- Letter
- Social Media Campaign
- Infographic/poster
- Video

Group Feedback

Each group should share their best/favourite idea with the rest of the group.



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