

Ethics, law and safety online

40 minutes

Strand 2: Let's get connected

Outcome 1.4

WHAT THIS LESSON DOES

Explore the rights and responsibilities of being a connected creator online. Focus on privacy, ownership of work and safety through real situations. Put one credit or privacy line on your own project, then write what you are entitled to and what you must do.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
1.4	Discuss the ethical and legal issues computing raises.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Discuss the ethical and legal issues of being connected: privacy, ownership of work, and staying safe (LO 1.4)
- Explain one right and one responsibility you have as a connected creator (LO 1.4)

BEFORE THE BELL

- Display the three core situations on the board for pair work.
- Optional: print or display the extension situations (parked PE-data case, unlicensed photo, AI drafting help) for early finishers or share-back.
- Pre-stage a simple class template page with a placeholder footer (or one shared sample project ready to fork) so every student has a real surface to edit within the first minute of the project step.
- Have one student project or the class template ready to open for the 1-2 minute peek after the three labels.
- Prepare examples from students' previous connected projects for reference.
- Check the template link or fork path works on the room machines.
- Have one student project on screen as a silent visual hook if available
- Board headings ready: Privacy, Ownership, Safety; one student project or class template ready to open for a 1-2 minute peek
- Display three core situations on the board; optional extension cards (including the parked fourth situation) for early finishers or share-back

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HOW THE LESSON RUNS

4 min	introduction	Start
4 min	content	Rights and responsibilities
2 min	content	Look at a real project first
9 min	activity	Hands-on: three situations online
9 min	activity	Your turn: credit or privacy on your project
6 min	activity	Your turn: one right, one responsibility
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Link discussions to students' own projects like websites or micro:bit work to personalise the content.
- Use the early project peek after the three labels so ownership and privacy feel concrete before the situations and the edit.
- Use the class template as the recovery path; prefer students' own prior work when it is available.
- Circulate during the individual writing to refine vague statements into concrete examples.
- End the writing step with a one-minute share: two or three students read their pair aloud while their project credit or privacy line is still visible.
- Facilitate whole-class sharing of situation responses to highlight different perspectives.
- Keep the reflection step as a short oral discussion only.

WHAT TO WATCH FOR

- Believing online content is free to use without permission; credit alone is not permission. Ownership rights still apply unless a licence or clear permission allows reuse.
- Writing overly general rights or responsibilities; encourage specific references to personal accounts or projects.
- Misidentifying the main issue in situations; review the three board headings before starting.
- Losing time hunting for a missing project file; point straight to the pre-staged template.
- Running a timer that does not match the step budget; use about three minutes per core situation, then harvest.

DIFFERENTIATION

- Support: Offer sentence starters like 'I have a right to...' during the writing activity.
- Support: Permit pair discussion for the situations before individual work.
- Support: Direct students whose prior files are missing straight to the class template page.
- Extension: Give early finishers the parked fourth situation (named PE readings) and the two further cards (unlicensed photo; AI drafting help).
- Extension: Challenge students to link their statements to relevant laws such as data-protection rules.