

LESSON 5

Consent, privacy and your personal information

40 minutes

Understanding Myself When Engaging Online

Outcome 1.5

WHAT THIS LESSON DOES

Explore situations where sharing personal information or images requires consent from everyone involved. Learn why people who did not post still have rights over their data and images. Create your own principle for respectful sharing.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
1.5	Identify the issues, including the importance of consent, around sharing personal information and/or footage in relation to privacy and data privacy of both themselves and others.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Identify the issues, including consent, around sharing personal information and footage (LO 1.5)
- Explain why people who did not post still have privacy and data-privacy rights
- Write a one-line principle about when another person's consent matters

BEFORE THE BELL

- Open the Whose consent do you need? drag-sort on your device and check it displays on the board in explore mode so cards can be moved and changed.
- Skim the Aoife and Conor case in Examine and discuss so you can open on it immediately and run the three questions before any definition lines.
- Review the defensible bucket placements (group selfie: Fine to share; candid mid-fall clip: Ask first, with room for a stricter class norm; private message screenshot: Never without clear consent).
- No printing needed unless you want a no-board backup: in that case write the three situation labels and the three box names on the board and sort by annotating.
- Students need notes for the one-line principle in Your turn.
- Teacher device and board for the drag-sort interactive

Consent, privacy and your personal information

HOW THE LESSON RUNS

3 min	introduction	Start
7 min	content	Examine and discuss
14 min	activity	Hands-on: Whose consent do you need?
8 min	activity	Your turn
5 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Open on Aoife and Conor and the three questions so talk starts by about minute 2; add the short personal-information and consent lines only after that talk, and do not pre-teach that a laugh is not consent.
- Open the sort on the board after pairs have committed: 4 minutes pair decisions, then reconcile and lock as a class so every student has an answer before the plenary.
- When a placement is contested, steelman both sides before the class locks it; wanting ask first on the group selfie for kindness is a fair values layer. Name the defensible default, then record a stricter kindness norm if the class adopts one.
- During Your turn, hunt for one-card rules such as do not screenshot chats and ask the writer to test the sentence on a second card; partner read should also check that the principle makes clear why non-posters get a say.
- In Make sense, read two or three differently worded principles aloud, name the shared idea, and land the reaction-in-the-moment point only here.

WHAT TO WATCH FOR

- Believing only the person who posts has rights: Highlight that anyone featured retains privacy rights.
- Writing principles that are too specific to one situation: Ask students to apply their rule to other cards.
- Forgetting to consider the audience or potential spread: Prompt with questions about further travel of the content.

DIFFERENTIATION

- Support: Give sentence starters for writing the one-line principle.
- Extension: Have students create an additional sharing situation and apply their principle.
- Support: Pair students for the initial sorting discussion to encourage talk before cards are locked on the board.