

Young people's online rights

40 minutes

Publishing Online

Outcome 4.2

WHAT THIS LESSON DOES

In this lesson you examine four rights young people have online: information, free expression, protection of minors and data protection. Through situations you match each to the right that applies and decide what it allows next.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
4.2	investigate young people's online rights including the right to information, free expression, protection of minors and data protection

WHAT STUDENTS SHOULD BE ABLE TO DO

- Investigate young people's online rights including information, free expression, protection of minors and data protection (LO 4.2)
- Recognise that you have rights online, not just rules
- Match situations to the right that applies and say what it entitles you to do next

BEFORE THE BELL

- No printouts or worksheets are required.
- Run the scenario-cards interactive from the teacher device and board (four cards so every right is named once before independent work).
- Project or read aloud the Your turn situations from the step. Students label A to C and write next-step sentences in their copies; invent-and-swap is in-class if time allows, else homework.
- Keep the four rights labels visible on the board throughout.

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HOW THE LESSON RUNS

3 min	introduction	Start
5 min	content	Examine and discuss
14 min	activity	Hands-on: rights in practice
12 min	activity	Your turn
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Lead the hands-on activity from the board with four cards; give pairs 20 to 30 seconds before collecting voices, then name the right.
- Allow about 3 minutes per board scenario; if talk runs long, move on anyway so that Make sense and the recap still get their time.
- Circulate during independent work to check students are naming both the right and a next step.
- On Situation C (information), model a concrete next step: Jamie asks the school office, or checks the bus company's own page, for the date, the new stops and someone to contact.
- Keep the tone practical when defining rights, focusing on what they allow rather than legal details.
- End the lesson by emphasising agency and how rights can be used as tools.

WHAT TO WATCH FOR

- Students naming only a rule instead of a right; redirect to the four labels provided.
- Offering vague next steps like 'tell an adult'; encourage specific actions tied to the right (for information: a source you can evaluate, not only 'ask someone').
- Reading Tomasz's age-restriction only as protection of minors; accept well-argued answers, then steer to fair process and free expression.
- Mixing up similar rights; use the feelings check prompts to clarify after pairs have spoken.

DIFFERENTIATION

- Support: Offer sentence starters such as 'The right to information means I can...' for the matching task.
- Support: Allow paired work; accept labels-only on one of the three in-class situations; invent-and-swap may go to homework.
- Extension: Situation D (club photo) and inventing a second original situation with right and next step.