



Ages
7-11

Target audience

Children aged 7-11

Timing

50-60 minutes

Resources

- A copy of a school consent form – this could be for a school trip, a media consent form, or similar to use as Example 10 alongside Appendix 1
- Thesaurus and dictionary

Lesson Aim

This lesson aims to help young people understand the concepts of 'consent' and 'permission' when they are online. They will identify the different contexts in which they may need to give or receive permission, explore the consequences of doing so and understand the importance of choice and respect online.

Preparation

Ensure you have completed the pre-lesson activity.

Lesson Outcomes

Learners will be able to:

- Explain what is meant by 'consent' and 'permission'.
- Recognise where they may need to give or receive permission online.
- Understand that choices they make online are important and can have meaning for others too.

Key vocabulary

Consent, permission, informed choice, compromise

	Activity	Time	Grouping
Pre-lesson activity	Personal Post-its Introducing the idea of sharing things about ourselves without knowing what will happen to this information	(5 minutes prior to lesson)	Whole class
Starter	What is Permission? Defining what is meant by 'permission' through exploring online examples and creating a definition	10 minutes	Whole class
Activity 1	#PermissionCheckUp – organisations A quiz to explore what organisations have permission to do with our personal information online	10 minutes	Individual or pairs
Activity 2	#PermissionCheckUp – friends Exploring the challenge of consent and permission within friendships using online scenarios	10 minutes	Pairs or small groups
Activity 3	The Power of No A chance to consider how we deny permission for something and say no whilst respecting the feelings of others	10 minutes	Individual or pairs
Plenary	Our Internet, Our Choice A reflection on the lesson and opportunity to revisit the pre-lesson activity in order to reinforce the importance of consent and permission	10 minutes	Whole class

Safer Internet Day 2019 - Together for a better internet



Ages

7-11

Pre-lesson Activity - Personal Post-its

At some point prior to the lesson (either immediately before or whenever you have a spare five minutes) provide each learner with a post-it note or small piece of paper. Ask them to record the following details on the paper:

- 1) Name
- 2) Favourite colour
- 3) What they had for breakfast

Try to make this activity as subtle as possible – if the learners ask what the information is for then be deliberately vague with a response such as “I’ll explain later” or “It’s something we need for later, don’t worry too much about it right now.” Collect all of the pieces of paper in and if immediately prior to the lesson, announce something like “Right, now that’s done, let’s get on with the lesson.”

Note to facilitators:

Please take the time to complete this pre-lesson activity and the actions described in the marked boxes throughout the lesson plan as they form the foundation of the plenary activity.

Alternatively, if you choose to skip the pre-lesson activity and marked boxes then use the plenary from ** onwards only.

Starter - What is Permission?

In pairs provide learners with a copy of **Appendix 1** – you may also want to display it on a projector or have your own copy available.

Give the learners a few moments to look through the examples then explain that this is a clue as to the subject of the lesson today. Ask: **“Can you work out what we’re going to be learning about today?”**

Learners will hopefully respond that this lesson is going to be about getting permission – if need be guide them to this answer by reading out the messages shown in **Example 1**. Ask aloud **“What is Nykia asking for here?”** – pause and if no learners respond, then point to the school form: **“The same thing, this form is for... permission.”**

Ask the learners if they know any other words which might mean the same thing as permission. They may use examples like: consent, agree, accept, confirm, etc. If possible, ask a learner to look up the word ‘permission’ in both a dictionary and thesaurus. Share what they find and as a group decide on a definition in your own words. Record this somewhere visible – e.g. on a working wall or flipchart page.

Explain that there’s lots of different situations where we need to think about asking permission but that as today’s lesson is for Safer Internet Day, we’re going to be thinking specifically about when permission might be needed if we’re online. Ask the learners to work in pairs to look again at all the examples of permission on **Appendix 1** – explain you want them to put the permissions into two groups: online permissions and offline permissions.

This sorting activity can be done in whatever way works best for your learners, but it is important that the examples are available to be used in the remainder of the lesson. Suggested methods include using two different colour pencils to circle the online and offline examples, cutting the examples up then sorting them physically into two piles, or sticking the two groups of examples in exercise books or on paper as a record of the lesson.

During the transition to Activity 1 take some of the post-it notes written by learners in the pre-lesson activity and distribute amongst other learners in the room. Offer no explanation at this point. Accompany with statements such as **“Ooooh, X look what Y wrote... that’s interesting, isn’t it?”**

Activity 1 - #PermissionCheckUp – organisations

Ask the learners to look at **example 3 on Appendix 1**. Ask what is happening in this situation. Explain to the learners that sometimes when they are online they may be asked to give permission to organisations, companies or groups. Show them **examples 5 and 8** as further cases of this. Explain that often when organisations ask permission like this it will be to do with taking or sharing personal information. Discuss: **“What is personal information?”**

Can learners think of any examples of when they’ve had to give personal information to a company online and whether they were asked permission at the time? Younger learners may struggle initially with this question – to prompt them, try asking if any of them have an online gaming account.

Explain to the learners that organisations have to ask for permission before they collect or do something with your personal information e.g. share it with someone else. This is so that you can make an informed choice about staying safe on their website or app. Explain that ‘informed choice’ means making a decision when you understand all the possible consequences.

Use **Appendix 2** to conduct a true or false quiz with the learners – this could be done verbally or using the first part of the Appendix as a handout, after each question or at the end of the quiz use the explanation provided to give more information.

Key Questions:

- **When has an organisation asked you for permission online?**
- **What form did that permission take? (E.g. tick box, agree, confirm, accept, etc.)**
- **Why do you think they asked for permission?**
- **What would have happened if they hadn’t?**
- **What is personal information?**
- **Why do you think its important companies ask for permission when using your personal information?**

Information for Facilitators: What is personal information?

Personal information is a concept your learners may already be familiar with. It is a phrase used to encapsulate all the individual pieces of information about a person which could lead to them being identified. Personal information may include (but is not limited to) a person’s: name, address, telephone number, email address, school, date of birth and current location.

For young people it may be helpful to talk about personal information as being like a jigsaw puzzle – each piece of information you share could be put together and contribute to the bigger picture of who you are. It’s important that both young people and adults are aware of the multitude of ways personal information can be shared online, either intentionally or by accident (see the list below).

How can personal information be shared online?

- Through conversation – when asked directly
- Through conversation – indirectly (e.g. talking about something you live near to)
- Through images and videos (e.g. a photo of a family pet which shows a telephone number on the collar, a photo outside your house which shows a street name or number, or a video of you or a friend in identifiable school uniform)
- Through posts and details shared on social media (e.g. including the name of a school on a bio, sharing without privacy settings in place, or checking in to locations you visit regularly)
- Through creating an online account and being required to share details like an email address or date of birth as part of the set up process

During the transition to Activity 2, make it obvious that you are taking one or two of the post-it notes written by learners in the pre-lesson activity and ask a learner to take them to another adult e.g. a teacher in another classroom. Offer little to no explanation at this point – perhaps state something like **“I’m going to share what Z wrote with W – I think they’ll think it’s really funny.”**

Safer Internet Day 2019 - Together for a better internet

Activity 2 - #PermissionCheckUp – friends

Ask learners to look at **example 1 in Appendix 1**. Tell the learners that in this example it's not a company asking for permission – it's a friend. Explain to learners that there are lots of situations online where one person might need to ask another for permission before they do or say something – show them **examples 6 and 7** as further illustrations of this. Ask learners if they can think of any times online when they've had to ask permission or when another person has asked them permission. Take examples and discuss the following:

- **Who was asking permission, you or the other person?**
- **What were you/they asking for permission for?**
- **What might have happened if you/they hadn't asked for permission?**

Show the learners **Video 1**. Ask the learners to recount what happened. **How do they think Maisie and Zishan are feeling?** As a group think about how the situation could have been avoided (E.g. if Maisie had asked permission first). In pairs, get learners to draft a message that Maisie could've sent to Zishan before she shared the join code for his game.

Choose a pair of learners to act out the scenario from the video but with their own message asking for permission. Other learners can then discuss: **How does the scenario end this time? How are Maisie and Zishan feeling?** If you have time, repeat this several times with different learners reading their messages.

Note to facilitators:

This activity is a simplified version of the drama scripts provided in this pack. These scripts would work well as an extension to this activity or in a follow-up lesson to explore what consent and permission might look and feel like in greater depth.

During the transition to Activity 3, make it obvious that you are taking a selection of the post-it notes written by learners in the pre-lesson activity and display them somewhere visible e.g. on a wall or display. You could add something like **"These are some of my favourite things that were written so I want everyone to be able to see them too – I think I'll display them here for a while."**

Activity 3 - The Power of No

Reflect on the video used in the previous activity – explain to the learners that when Maisie asked permission, it would be great if Zishan felt able to give it but that unfortunately this isn't always the case. What if Zishan hadn't wanted to give permission and had said 'no' instead?

Point to **example 1 on Appendix 1** again. Show the thought bubbles from **Appendix 3**. Discuss with the learners how they think this person should respond to Nykia – **should they say yes, no or something else? What would learners do if they were the person having these thoughts?** Take suggestions for what they could say to Nykia.

In pairs or groups give learners a copy of the worksheet from **Appendix 4**. For each of the three chats ask learners to think about how both participants are feeling. **Can they show those feelings on the circles at the bottom using an emoji?** Based on the emojis they've drawn, vote on which is the best outcome.

For older or more confident learners, you may wish to provide them with the blank version of this worksheet – challenge them to come up with three different ways of responding to Nykia which would resolve the situation.

Finish this activity using the reminder box at the bottom of **Appendix 4** – tell learners that they always have the power to say no whether they are online or offline and that if they're ever in a situation where somebody won't take no for an answer, then they should speak to an adult they trust for help.

Safer Internet Day 2019 - Together for a better internet



Ages
7-11

Activity 3 - The Power of No cont.

Key Questions:

- **Why can it be difficult to say no to a friend?**
- **When is it important to say no anyway?**
- **How can you say no whilst still being polite and friendly?**
- **What is a compromise?**
- **When can a compromise be useful?**

Plenary - Our Internet, Our Choice

Ask learners what they have been learning about in today's lesson - asking permission. Hold up any remaining post-it notes completed by learners in the pre-lesson activity. Ask: **"Do you remember filling out the information on these notes for me?"** and follow up with **"When I asked you to give me this information, what did I fail to do?"**

As a group discuss the fact that you didn't ask permission. **Why did the learners fill out the information when they didn't know what you were going to do with it?** Emphasise that they didn't do anything wrong – in some situations, where an adult that you trust like a teacher or a parent or carer wants you to do something, they don't need your permission to do it because it's part of their job to look after you and they make choices to help keep you safe. You may like to remind them that it's always okay to politely question these adults if learners feel they need to.

Ask the learners how they felt when you started sharing the information they had written down – with the rest of the group, and beyond. They may describe feelings of confusion or worry. Now ask them to imagine that instead of what they ate for breakfast, they'd written down their telephone number or given you a photo of themselves. **Would they feel differently? Would they feel more strongly?**

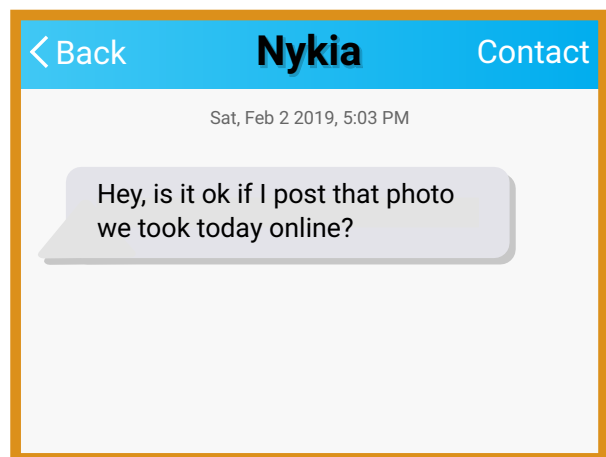
What could you have done at the very start to avoid hurting their feelings or worrying them?

Try to draw out that you could have been more respectful and thoughtful by asking for permission, or telling them what you wanted the information for and being clear about exactly what you planned on doing with it.

**Finish the lesson by giving learners an opportunity to share something they've learnt about permission in today's lesson and any questions they have about permission which they still want answering. These could be recorded on a working wall, individual exit slips, or shared verbally with pairs/the group.

You may also like to ask learners to complete a **Permission Pledge** from the Whole School Activities provided in this pack.

Example 1



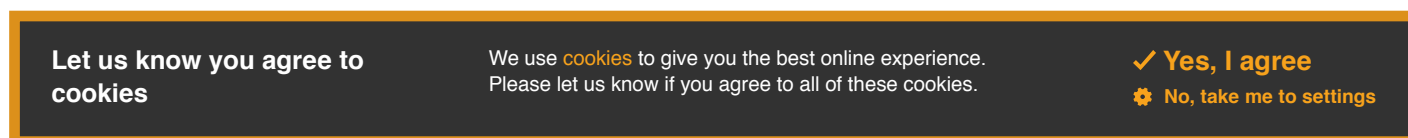
© Childnet

Example 2



© Kaz under CC0

Example 3



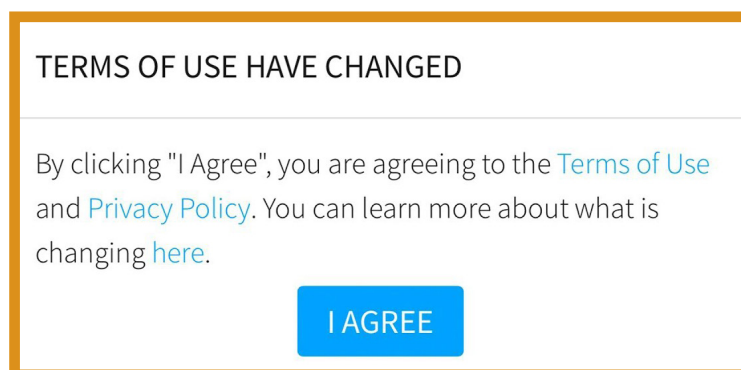
© BBC

Example 4



© mohamed_hassan under CC0

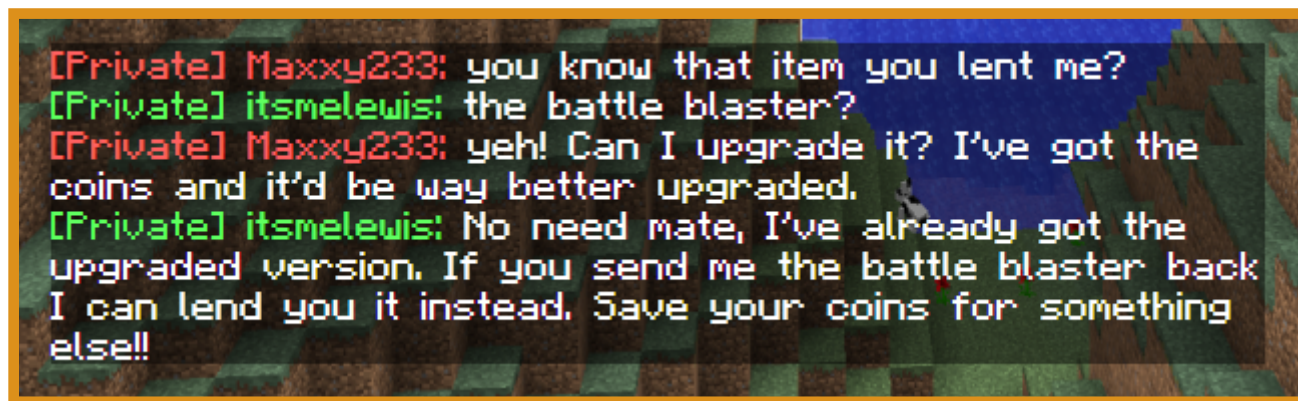
Example 5



© Roblox

Safer Internet Day 2019 - Together for a better internet

Example 6



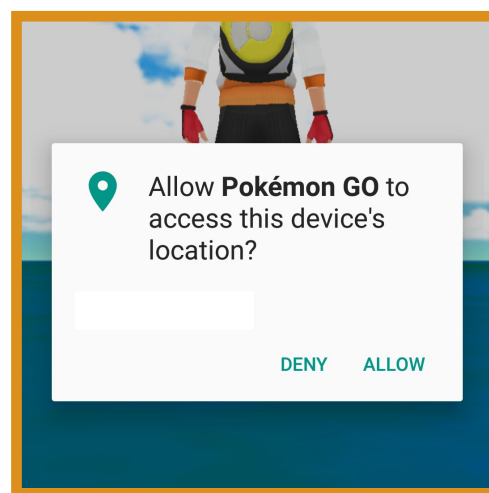
© Childnet

Example 7



© Childnet

Example 8



© Google, Niantic, Inc.

Example 9



© Childnet

True or False?



1. There are special laws about how companies give and receive permission online.

☐ True

☐ False

☐ Unsure

2. In the UK you have to be 16 years old before you can give permission to companies to store your personal information when signing up to a new account – before that, it's up to your parents.

16

☐ True

☐ False

☐ Unsure



3. Organisations have to ask your permission if they want to share your personal information with anyone else.

☐ True

☐ False

☐ Unsure

4. If a company doesn't ask your permission in the right way, they could be charged a fine.

£

☐ True

☐ False

☐ Unsure



5. Once you've given permission to a company online, you can't change your mind.

☐ True

☐ False

☐ Unsure

True or false?

Note to facilitators – this quiz is designed to deliver messaging around the GDPR laws to children aged 7-11 years old in a relevant and accessible way. Older learners or those interested in different types of consent may also enjoy Activity 7 in the Quick Activities provided in the Education Pack for 11-14 year olds.

1. There are special laws about how companies give and receive permission online.



This is true! Who would've guessed that asking permission was such a big deal? GDPR, which stands for General Data Protection Regulation, is a special set of rules designed to help protect everyone's 'data', which includes our personal information. The rules within GDPR include lots of different things to help companies and other organisations know what they can and can't do with our data, including how and when they should ask permission to collect it in the first place!

2. In the UK you have to be 16 years old before you can give permission to companies to store your personal information when signing up to a new account – before that, it's up to your parents.



This one is false! According to GDPR countries are allowed to adopt their own chosen age and in the UK it's actually 13 years old... don't worry though, even when you turn 13 there's still lots of people (like your parents and carers) who you can ask for help before you make any big decisions. Whatever age you are, it's always a good idea to remember that anybody's personal information should be protected – you don't want to give away your own details like an email address or phone number if you can avoid it, so don't give away those of your friends either!

3. Organisations have to ask your permission if they want to share your personal information with anyone else.



This one is a tricky one but is nearly always true! It comes down to that pesky GDPR law which we mentioned earlier. According to those rules organisations should always ask your permission when you sign up with them if they plan on sharing your personal information with someone else. Some organisations will only ask you this once, but others may ask every time they do this. There are some special exceptions though - for example, a school could share student's medical details if they were in an accident and the information might help the ambulance or hospital look after them better.

4. If a company doesn't ask your permission in the right way, they could be charged a fine.



This one is true too! And you guessed it – it's all because of GDPR. There's special rules about how companies ask for permission to make sure that you can make an informed choice as to whether you agree or not. For example, if a games company wanted to share your email address with another games company they might show a tick box like this:

☐ Tick here if we have permission to share your email with other great games companies.

That's fine – but something they're not allowed to do is tick the box for you!

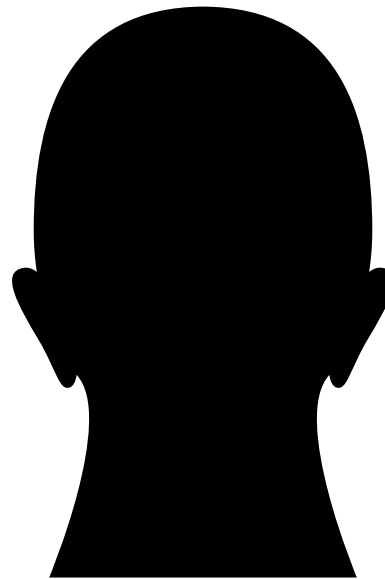
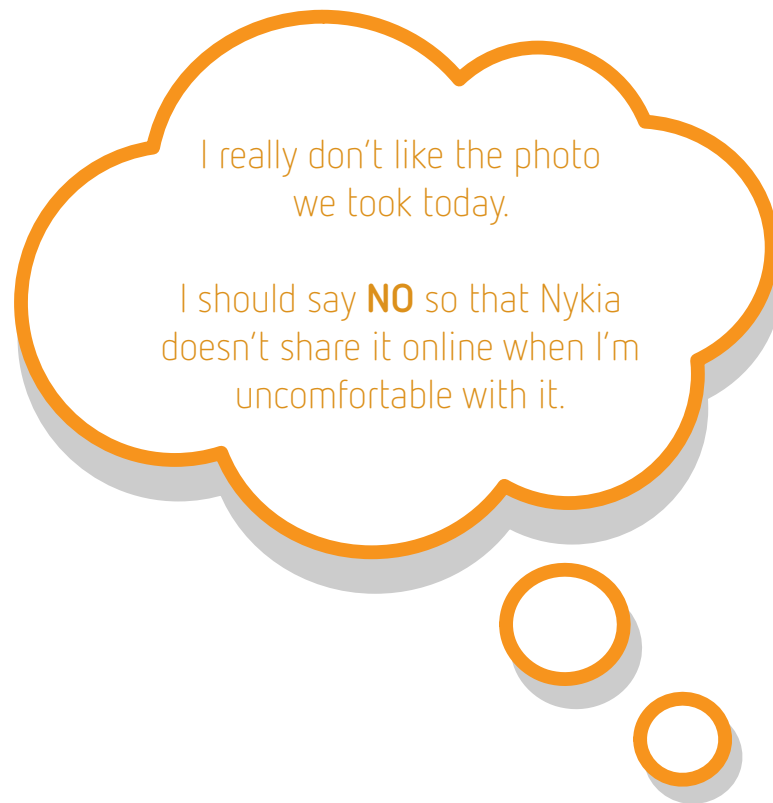
☒ Tick here if we have permission to share your email with other great games companies.

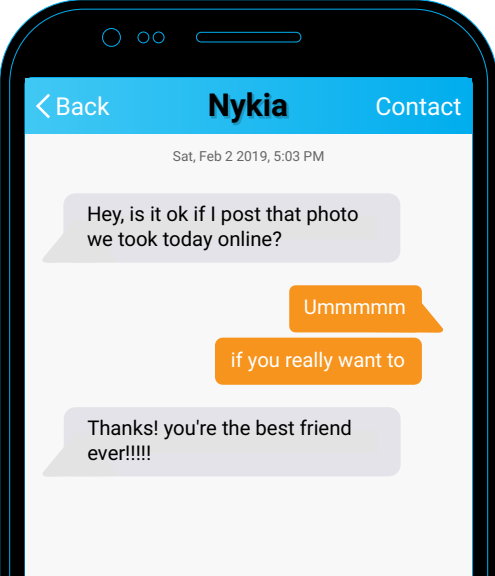
Imagine if you scrolled through the page really quickly and didn't see the box! You wouldn't be very happy that they'd assumed you'd given permission to share your personal information on. This and other bad practises like it can get companies into trouble – and they may even have to pay a fine!

5. Once you've given permission to a company online, you can't change your mind.



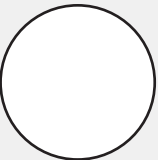
This one is definitely false. The most important part of GDPR is that every person should be able to have control of their own personal information. That means even if you've given permission for a company to store or share your information, you can still change your mind. You have the right to contact them and ask what they're using your information for, what they're doing with it and even to ask them to delete it! Often with online services like games you can do this through your account settings, but with some organisations you may need to contact them directly e.g. through email or by post.



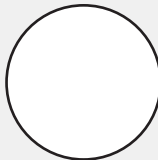


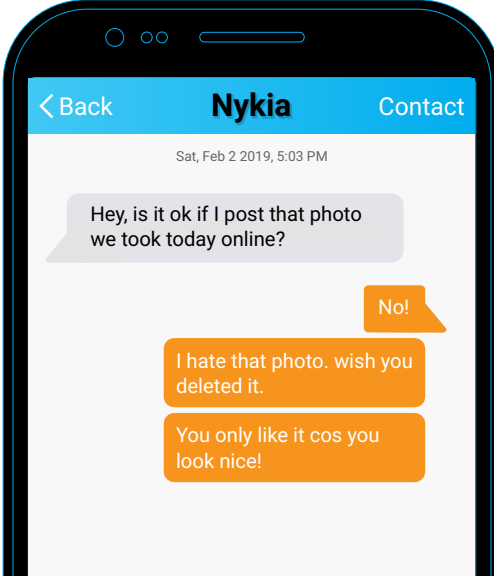
How are the two friends feeling now?
Can you use emoji to show this?

Nykia



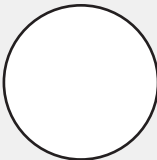
Nykia's friend



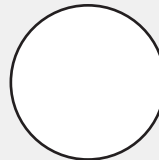


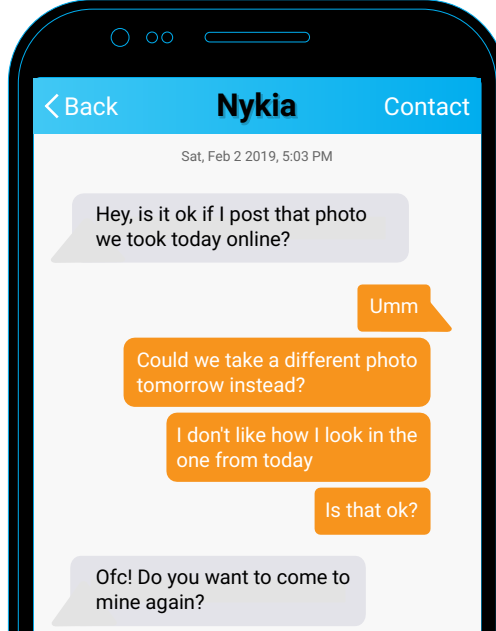
How are the two friends feeling now?
Can you use emoji to show this?

Nykia



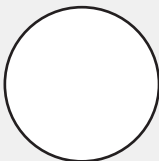
Nykia's friend



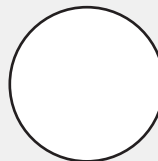


How are the two friends feeling now?
Can you use emoji to show this?

Nykia



Nykia's friend



Remember:

- ▶ If someone online asks permission to do something which makes you feel upset or uncomfortable, then you can ALWAYS say no.
- ▶ Saying no doesn't have to be rude. You can say no and still be a kind and respectful online friend.
- ▶ If you're ever talking to someone who won't take no for an answer, speak to an adult you trust - like a parent, carer or teacher for more help.

