

# Lesson 5 - AI and your Right to Privacy

## Lesson aims & overview

### Aim

To understand what personal data is and consider how we feel about data and privacy with AI.

In this session, the children will focus on the following questions:

- ★ What is personal data?
- ★ Why do my children's rights matter when I'm thinking about personal data?
- ★ How do I feel about different types of personal data and how private they should be?
- ★ How do websites and apps that use AI systems gather our data, and what are the risks?

This session was planned to take approximately **90 minutes** to deliver. All timings are approximate. The slides will help to guide you and the class through the content and activities.

**CfE Experiences & Outcomes**  
HWB 2-05a; HWB 2-44a;  
LIT 2-02a; LIT 2-07a;  
LIT 2-09a; TCH 2-03a;  
TCH 2-14a;  
TCH 2-14b

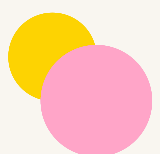
## Preparation for the lesson

The main activity in this lesson has three different options for how to run it depending on resources.

- **Option 1** will require each child to have their own cardboard box – shoeboxes or boxes of a similar size are perfect. You will need to collect these or ask the children to bring them in in advance.
- **Option 2** requires cutting and sticking a paper house from a 2D net – it is advised that you cut one out in advance to demonstrate how to stick it together. The children will then each need one copy of the net template printed.
- **Option 3** does not require preparation in advance as the children will draw instead of making models.

### Notes on content:

The subject of personal data and privacy is obviously one that could feel quite sensitive for some children. It is important throughout this session that it is emphasised that we are talking about **types** of personal data, not asking the children to share information about themselves.



## Lesson 5 - AI and your Right to Privacy

As this session addresses children's personal data and how much (or how little) control any of us have over information about ourselves online, it is important to also note that this topic may trigger anxiety for some children. Linking the topic to children's human rights can help to highlight the fact that where children's rights to, for example, privacy, are negatively impacted, this is wrong and it should be the role of adults to make changes. You can link this lesson to broader learning about how children can stay safe online. The 'Mind Yer Time' website referenced in the additional resources section at the end of this lesson plan may be helpful for children to explore.

You may wish to check in with specific children and to remind the class that if anything comes up that they feel worried about, they should talk to an adult they trust.

**Lesson Slides:** To access slides, click [here](#).

### Resources needed:

- Slideshow (via link above)
- Pencils
- Colour pens & pencils
- A4 paper - 1 sheet per child (scrap paper will do)
- Scissors

### For the main activity choose one of the three options:

#### Option 1 resources:

- Cardboard box/ shoe box for each child
- Pens
- Colour pens
- Sticky notes

#### Option 3 resources:

- A4 paper for each child
- Pens
- Colour pens

#### Option 2 resources:

- House template (see additional PDF files), one printed out for each child
- Pens
- Colour pens
- Scissors
- Glue sticks and/or tape



# Lesson 5 - AI and your Right to Privacy

## Introduction



Estimated  
completion time:  
15 minutes

### Step 1 (10 MINUTES)

First, run a quick recap with the whole class to remind them of what we learned so far.

Ask children:

1. What is data?
2. What types of data are there?
3. What kinds of data might an AI system use?
4. How does AI use data?

Explain to children that today we will be thinking about which data we might be happy to share and which we would prefer to keep private. We will be exploring our feelings around AI using our data, for example to make predictions, and how our children's rights might be impacted by online websites and apps that use AI.

### Step 2 (5 MINUTES)

#### Your data online

Ask the class: Do you remember what we learned before about streaming apps like YouTube and what they do with data?

Take some suggestions and then read them this explanation:

*Streaming apps like YouTube collect data about what you watch and what you like. YouTube's AI system uses this data to predict what else you might like. Lots of websites and apps collect data like this about how you use them. This data can help them make their apps or websites more convenient or personalised for you. Because we all use apps and websites so much these days, there's a huge amount of data about us available just from what we click on online or tap in apps. If you collected all of that data together, you could learn a lot about a person – especially about what they like or dislike. Companies like Google make money from collecting this information because it allows them to help other companies that want to sell you things ensure the adverts you see are of the things you like. If the adverts we see are of things we like, we're more likely to click on them and spend money! Today we're going to explore different kinds of personal data, think about how private we think different information about us should be, and reflect on what information we might be sharing without even realising it.*

Allow a couple of minutes to discuss any immediate questions or comments, but you can also remind the children that there will be plenty of time to explore all their thoughts on the topic through the activities coming up.

#### Helpful notes:

Answers at a glance:

1. Information
2. Data can be anything that can be recorded.
3. Text, images, sound recordings, numbers, videos. (There may other examples)
4. AI systems are 'trained' by being fed huge amounts of data so that they can recognise patterns and use these patterns to produce new outputs.

## Lesson 5 - AI and your Right to Privacy

### Step 3 (5 MINUTES)

#### Safety and Security with AI and your rights:

Display the slide with the following rights and ask the children if they have any thoughts about how any of these rights might be impacted by AI. Take 2 or 3 ideas, this should be a brief discussion to get children thinking. Remind the children that there is no wrong answer.

- The right to privacy
- The right to play
- The right to education
- The right to have your say
- The right to your own views
- The right to information from the media
- The right to have an identity
- The right to protection from discrimination
- The right to protection from violence, abuse and neglect

Now ask children which of these rights they think would be most important when we're thinking about children's safety and security with AI.

#### Helpful notes:

Any of these rights may also come up in a discussion of safety and security. The idea is to encourage the children about how rights can help keep them safe. Highlight any suggestions the children make that relate to privacy, keeping their information/data safe, and how children's data might be gathered and used – these ideas will be useful to relate back to later in the session.

## Warm-up activity - Me in the Middle

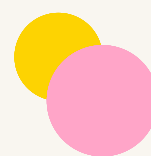


Estimated completion time: 20 minutes

### Step 1 (5 MINUTES)

This activity is a warm-up to get children thinking about the idea of privacy and why it might feel important to them.

Firstly, give each child a sheet of paper and ask them to write their name in the middle of the page with a circle around it. Working outwards from the middle, ask the children to draw concentric circles, leaving a gap in between each one of 2 or 3 cm, out to the edge of the page, so that they have 4 rings spreading out from their name, like the example in the slides.



## Lesson 5 - AI and your Right to Privacy

### Step 2 (5 MINUTES)

Next, ask the children to write the names of people who know them, choosing which circle to place them in depending on how well they know them – so the people who know them best will be in the central circles, and acquaintances who don't know them well but who they see sometimes might be out towards the edge of the page (that might include people in their community like doctors, shop owner...etc). Tell children to start by thinking about the people that they're closest to in the whole world – they should be in the ring closest to their name.

Ask the class if anyone would like to share somebody they've put in the innermost ring and explain why they feel especially close to them – what makes that relationship feel close? Ask if anyone else would like to share a person they've put in the outer ring – what makes that relationship less close?

### Step 3 (5 MINUTES)

#### Personal data challenge

In small groups, give the children two minutes to write down as many types of personal data (information about a person) as they possible can. Give them four examples to start them off: age, favourite colour, number of siblings, eye colour.

Ask each group to quickly feedback and create a class list of all the types of personal data they have come up with. Prompt the children to think about:

- **What information describes a person physically**
- **What might a child's friends or family know about them**
- **What might a teacher, social worker or doctor know about a child**

Using the examples that the children have given, ask the class which types of information feel **private** to them – which are the types of data that they would only share with the people closest to them?

#### Helpful notes:

This should be a pacy activity to get the children thinking about how privacy relates to relationships. Discussions do not need to be in-depth at this point.

You will know the circumstances of the children in your class and whether this might be a sensitive subject for any children. The way you talk about relationships and feeling close to people will depend on your knowledge of the relationships that children in your class have.

The idea here is to prompt the children to think about what it is that makes a close relationship. Trust will likely be a part of this and should be highlighted if a child raises it – especially as it relates to privacy.

#### Helpful notes:

The idea here is to understand that it is possible to gather a huge amount of information about a person. If it feels like the range of types of data your class has suggested is still quite narrow, you can prompt them with some further examples. E.g.: Height, shoe size, width of shoulders, hair colour, skin colour, medical records, number of people they live with, number of people in their extended family, what they like/dislike (foods, toys, activities, environments, school subjects etc.), academic achievements, skills, personal attributes, address, type of home, who their friends are, what they do at the weekend etc.

## Lesson 5 - AI and your Right to Privacy

# Main Activity – The Information Castle/House



Estimated completion time: 40 minutes

### Part 1 (5 MINUTES)

As explained in the 'Preparation' section, this activity can be run in three different ways depending on the resources available.

#### Introduction

Start the activity by summarising the points they have raised so far and highlighting the importance of keeping some information private online to keep children safe. Remind the children of their rights that they highlighted as important in the introduction.

Explain that the children are going to have a go at creating their own castle/house. This castle/house will represent how they feel about different types of personal data and their privacy. The children will be categorising different types of personal data three ways:

1. **Public:** types of personal data that they don't mind anyone knowing about them
2. **Private:** types of personal data that they would only share with people they are close to and trust
3. **Very private:** types of personal data that they would keep to themselves or only tell their very closest friends or family

Tell the children that they can use their ideas from the warm-up activity for this activity as well, but that they will be adding more types of data to this. Firstly, we're going to have a personal data challenge!

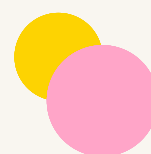
### Part 2 (30 MINUTES)

#### Making our information castle/house

As mentioned above, the three options for this activity allow for differing availability of resources. In all three options, the basic principles remain the same. The children will write (and/or illustrate) the types of personal data they have categorised as 'public' on the outside of their house/castle; the types of personal data they have categorised as 'private' on the inside; and the types of personal data they have categorised as 'very private' somewhere hidden from view. Remind the children that we're not asking them to share any of their own personal data or their own experiences, unless they want to, it's about the types of data.

#### Helpful notes:

**Purpose:** The aim of this activity is to explore personal data and how the children feel about different kinds of information about them being public or private. Afterwards, there will be a chance to reflect on how the apps and websites that children use may be collecting their data and how they feel about this.



## Lesson 5 - AI and your Right to Privacy

### Option 1: The Class Information Castle

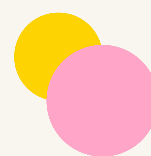
In this option, each child will have a cardboard box which will then form a brick in a castle that the children build collaboratively.

1. Ask the children to collect their box. Explain that their box is a brick that will form part of a castle that they will build together as a class.
2. Ask the children to write and/or illustrate the types of personal data that they don't mind anyone knowing about them ('public' data) on one side of their box.
3. Ask the children to write and/or illustrate the types of personal data that they would only share with people they are close to and trust ('private' data) on the opposite side of their box.
4. Ask the children to write and/or illustrate the types of personal data that they would keep to themselves or only tell their very closest friends or family ('very private' data) inside their box.
5. Once they have finished, ask the children to work together to build a castle in the middle of the classroom, that they can move in and out of. Remind them to make sure the 'public' side of each brick is facing out and the 'private' side is facing inwards.

### Option 2: My Information House

In this option, the children will cut and stick their own 'information house' using the printed template.

1. Hand out the template sheets. Before the children cut the net out, ask the children to write and/or illustrate the types of personal data that they would keep to themselves or only tell their very closest friends or family ('very private' data) on the rectangle labelled 'floor' – this side will be hidden underneath their finished house
2. Next ask the children to write and/or illustrate the types of personal data that they don't mind anyone knowing about them ('public' data) on the walls of the house – the four joined rectangles across the middle of the net.
3. Ask the children to cut their net out, taking care to **only cut around the outline** of the whole net, not across any of the lines between shapes.
4. Ask the children to turn their net over, and on the back (which will be inside the finished house) write and/or illustrate the types of personal data that they would only share with people they are close to and trust ('private' data). The sides of the roof have been left off the net so that you will still be able to see what they have included inside the house afterwards.
5. Show the children how to fold and stick together their house by folding along all the lines and sticking the tabs together. Support them to complete their houses themselves.



## Lesson 5 - AI and your Right to Privacy

### Option 3: My Information Castle Drawing

In this option, the children will draw a castle and add labels.

1. Show the children the slide with the two suggested options for how to draw a castle – a 'cutaway' view or a 'bird's eye' view. Explain that these two options have been chosen because they allow you to see both inside and outside of the castle – this is important!
2. Ask the children to choose one of the options and draw their own version. They will need to leave some space around the edge of the page.
3. Ask the children to create a 'secret space' inside their castle – they can cut out a piece of paper and stick one folded edge of it somewhere on the inside of their castle to create a secret cupboard or trapdoor. Only one edge should be stuck down so the paper acts as a flap. Under this flap, ask the children to write and/or illustrate the types of personal data that they would keep to themselves or only tell their very closest friends or family ('very private' data).
4. In the rest of the inside of the castle, ask the children to write and/or illustrate the types of personal data that they would only share with people they are close to and trust ('private' data).
5. Outside of the castle walls, ask the children to write and/or illustrate the types of personal data that they don't mind anyone knowing about them ('public' data).

### Part 3 (30 MINUTES)

#### Sharing time

Option 1: Give the children 5 minutes to have a look around the castle, comparing what children have written on the inside and the outside.

Options 2 & 3: Give the children 5 minutes to look around the classroom at each other's work.

Bring the children back together, preferably in a circle, and ask them:

- What did you notice about the different types of information?
- Were there any that lots of people shared?
- Were there any that you didn't expect?
- Did you have similar views to other people or different views?

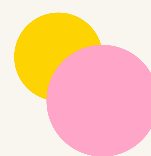
## Final Discussion



Estimated  
completion time:  
10 minutes

Explain that we're going to finish by having a chance to reflect on what we've learnt.

Remind the children of what we learnt at the beginning of the lesson – that when we're online, lots of websites and apps collect data about how we're using them. We might also share personal data with these companies when we sign up for things.



## Lesson 5 - AI and your Right to Privacy

### My data & online use

Ask the children to think about a few websites or apps that they use and, on sticky notes (each app/site they can think of on a separate sticky note), to write down as many as they can think of. Ask children to think about the data that each one of these apps/sites might be collecting. Explain that we're going to look again at our house/castle and think about what types of personal data these apps/sites might have collected about us.

### Prompts:

Did you enter any information about yourself like your name or any other personal data? Do you go on that website or app regularly?

Can you think about any other information it might collect about you?

**Option 1:** Ask the children to take their sticky notes with apps or websites they use on them and stick them next to the types of data that those apps/sites have collected on the Information Castle

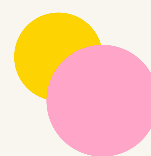
**Options 2 & 3:** At the children's tables, ask them to look back at their own work and think about which types of data different apps/sites have collected and where they put those types of data on their house/castle.

As a class, ask the children to think about the links they've just made between apps/sites and the personal data they collect:

- **Do most of these sites and apps collect data that you are happy with being public?**
- **Are there any types of data being collected that you had said should be private or even 'really private' (hidden in their house/castle's secret place)?**
- **How do you feel about the companies who make the apps/websites you use collecting this data?**
- **How do you feel about companies collecting other data that you've shared online - like pictures or writing - to make money for themselves? (They sometimes do this without us knowing!)**
- **Are there any kinds of personal data that you think should not be used in AI systems?**
- **Thinking about the types of data that you don't mind being public, are there positives to these apps and websites having access to this data?**

### Helpful notes:

As mentioned above, the question of companies collecting our data without us knowing about it may induce anxiety for some children. Some time may be needed to address these anxieties and consider how children can be kept safe both through individual action (e.g. being careful with personal data) and through adults upholding children's rights.



## Lesson 5 - AI and your Right to Privacy

Finish by explaining to the children that they do have some control over this! Ask if they have heard of 'cookies'? Explain that cookies is a name for the data that is collected about how you use sites and apps. These sites and apps legally have to ask for permission to use cookies, although the information about this can be confusing and isn't very child-friendly. If they're not sure about what answer to put when asked, they should ask an adult to help. As a general rule, if you want to be as private as possible online you should 'reject all', and if that isn't an option, select 'essential cookies only'.

Thank the children for taking part. You may also wish to use or adapt this final paragraph as a conclusion:

*As you saw from the activity, each person holds different information that they would be happy to share in public, online, or with people they just met, but there are types of information that are private to each one of us and they should be safe and not shared publicly. Children should have a say on what information is being collected about them as they have the right to privacy, to an identity, and to have a say in matters that affect them. It is the government's responsibility to make that happen.*



## Lesson 5 - AI and your Right to Privacy

### Additional activities and resources

- Children's Parliament and Scottish Youth Parliament collaborated with children and young people to create the 'Mind Yer Time' website, which contains child-friendly information on a wide range of topics relating to safe and healthy screen and social media use: [mindyertime.scot/](https://mindyertime.scot/)
- This video created by 'Common Sense Education' provides a quick (1 minute 36 seconds) reminder for children about the types of information they might share online and what they should be careful about sharing. It may be helpful to include when introducing the main activity if you think your class would benefit from some additional input on this subject. [youtube.com/watch?v=MjPpG2e71Ec](https://youtube.com/watch?v=MjPpG2e71Ec)
- You may find that in this session or others, the topic of misinformation or 'fake news' arises – particularly when talking about GenAI. You may find this video by the same organisation helpful to remind children of how to think critically about how reliable their news sources are: [youtube.com/watch?v=lwptAak6Vho](https://youtube.com/watch?v=lwptAak6Vho)
- Here is a link to Children's Parliament's child-friendly summary of the UNCRC: [childrensparliament.org.uk/wee-book-of-promises/](https://childrensparliament.org.uk/wee-book-of-promises/)

