

Copyright and Ownership: Do I need to read the Terms and Conditions?

<https://www.bbc.co.uk/teach/articles/z2y3wsg>



Type of resource

Video: (2 mins 28 secs) Article (2min read)

Learning objectives

- 'I can describe how connected devices **can collect and share** anyone's information with others'
- 'I can describe how some online services may seek consent **to store information** about me; I know how to **respond appropriately** and who I can ask if I am not sure'
- 'I can explain how many free apps or services **may read and share private information** (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others'
- 'I know that online services **have terms and conditions** that govern their use'

Content summary

- Vloggers describing issues around app terms
- Do you own the information you post on social media?
- Photos - social media companies don't own them, but you give apps permission to store, share and modify them
- Location - apps can track you. There are settings to turn location tracking off.
- Data mining - companies collect your data and sell it to other companies who can use it to get your attention with ads

Glossary

- **Platform:** a service that allows for interactions between two or more independent users (online games, social media sites, etc)
- **Consent:** asking permission for something or to do something
- **Terms and Conditions:** a legal agreement between the service provider and the user on the rules and regulations involved in using their service
- **Data:** information about a user

Topic introductions and starters	<p>Before the video:</p> <ul style="list-style-type: none"> • Ask pupils to write down what they think the phrase 'Terms and Conditions' means <p>After the video:</p> <ul style="list-style-type: none"> • Check understanding of key vocabulary and technical terminology – platform, consent, terms, conditions, modify, location, track, data, valuable, data mining • Watch the video again (either as a class or in smaller groups) and ask pupils to make notes. Use a grid with prepared headings/sections and pause at each new section • Look at some examples of real Ts and Cs from familiar apps and explore some of the headings and sections – highlight bits that are difficult to understand. • Look at the examples of simplified Ts and Cs on the Children's Commissioner website and compare to the real versions
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Discussion points	<ul style="list-style-type: none"> • Why is it so important to read the Ts and Cs? Does it really matter? • Why are they sometimes long and difficult to understand? Are they complicated because of the language? Is being 'legally accurate' important? • Shouldn't we be the owners of our OWN information? What have you agreed by clicking OK? Have you given ownership to the app? Can you get your data back? • What's the problem with sharing my location? Could strangers and companies find out where you are? • Why is your information valuable to the app creators? They can sell it to others? They can send you personalised adverts?
Fillers and fast finisher activities	<ul style="list-style-type: none"> • Create a class glossary explaining the new technical vocabulary and terminology. Write for a specific audience – e.g. parents, younger children • In pairs, make a list of 10 key points raised in the video and rank them in order of importance. Share their top 10 with another pair and create a new combined top 10 • Create a storyboard of the video using a grid – draw in the key moment/scenes and use speech bubbles to show the key points being said
Signposting potential homework activities	<ul style="list-style-type: none"> • Share the video with family and discuss how they deal with Ts and Cs. Do they always read them? • Make a quiz for other pupils using information and advice from the video – try true/ false, yes/no and multiple-choice questions • Find out how to change the settings on your phone, tablet or games console (ask an adult for help) and write some simple child-friendly instructions for others to use