PROGRAMME AND PREPARATION

Ask before sharing

Early primary | Suggested: 45 min.

WHAT STUDENTS PRACTISE

Pupils practise respecting a no, checking an answer and asking an adult for help.

0-5 min.	**Start together**	Look at picture cards and discuss things people can do together on a screen. An adult reads all the text aloud.
5-15 min.	**May I share the picture?**	Asta wants to share a picture of Noa and their tower. Noa only wants the tower shown. Pupils draw a picture that respects Noa's no.
15-25 min.	**Does the AI answer match?**	A prepared AI example says a spider has six legs. The class counts the legs on a fact card and corrects the answer together.
25-40 min.	**Ask, wait or get help**	Pupils use action cards with fictional situations and practise asking, saying no and getting an adult in pairs.
40-45 min.	**Choose an action**	Each pupil points to or describes one action from the activities. No one needs to share a personal experience.

Preparation

Print the worksheets on pages 2 and 3. Have paper, pencils and an optional projector ready. A teacher takes part and follows up. All activities work without phones, AI accounts or app access.

Adapt reading and support to the group. Read aloud for younger pupils and let them point, draw or answer orally. Any app demonstration is arranged and checked in advance and replaces part of the activity time.

WORKSHEET 1

May I share the picture?

PRACTICE EXAMPLE

A fictional story: Asta and Noa have built a tower. Asta takes a picture of the tower and Noa. Asta asks: "May I send the picture to our group?" Noa replies: "No, I do not want to be in the picture. You can show the tower."

1. Draw a picture Asta could take that respects Noa's choice.

2. In pairs, practise asking permission, saying no and responding to a no.

3. Explain what Asta could do if the picture has already been sent.

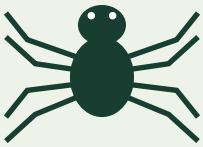
Use the fictional examples. Do not use names, photos or private messages from your class.

WORKSHEET 2

Does the AI answer match?

PRACTICE EXAMPLE

Prepared AI answer for this activity: "A spider has six legs." This answer was written for the worksheet and does not come from a real AI conversation.



FACT CARD

A spider has eight legs.

Count the legs in the drawing.

1. Count the legs on the fact card. What does the answer get wrong?

2. What can we do when an answer sounds certain but we are unsure?

3. Practise asking an adult: Can you help me check this?

ACTION CARDS - POINT OR CUT OUT

Ask first	Wait	Get help
May I share this?	I will not send it yet.	Can you help me?

Use the fictional examples. Do not use names, photos or private messages from your class.

TEACHER NOTES AND FOLLOW-UP

After the activity

May I share the picture?

Explain that permission to take a picture is not automatically permission to share it. Use the story's characters. If it has been sent, Asta can ask for it to be removed and get an adult's help.

Does the AI answer match?

The fact card shows eight legs. The prepared answer says six. Let pupils count and explain the difference. Practise checking a claim rather than guessing whether it looks real. Read aloud and use pointing or drawing with younger pupils.

FOLLOW UP IN CLASS

Spend five minutes on a new picture story later in the week. Let pupils show what they would do and adapt the reading to their stage.

Our digital agreement

Before sharing, we will ...

When we are unsure about an answer, we will ...

When someone needs help, we will ...

Use the fictional cases. No student needs to describe personal experiences. A text or image analysis does not prove who created the content. Follow your school's own AI guidance.

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