

# Hello



Welcome to the Age-appropriate mindsets tool.

## What is a mindset?

A mindset is a set of needs and behaviours attributed to a person or group of people.

Mindsets help you to focus on your users fundamental motivations. They are broad enough to identify behavioural tendencies without prescribing personas.

## Use this tool to:

- Understand who you are designing for
- Map needs, behaviours and challenges for children using your product or service
- Add insights you learn from research and testing

## Before you begin you should:

- Know how old your users are and what their development needs might be as they get older
- Interpret this in the context of your service and decide what will be right for children you're designing for. The age-brackets used in this tool are a guide for how children's needs may change as they grow

Use the Children's code design guidance **Meet children's needs as they change over time** section as a reference.



## How to use this tool

Allow about **2 hours** to develop each mindset. You may need more time if you are working with 3 or more age-appropriate mindsets.



### Steps to follow:

- 1** Choose the age-group/s to focus on. This is the age group of the children who will be using your product or service.
- 2** Read the pre-populated mindsets with challenges, needs and behaviours outlined in the Children's code.
- 3** Add your own challenges, needs and behaviours that are specific to your users, product or service.

### Tips:

Start with any existing user personas, mindsets or empathy maps you may have.

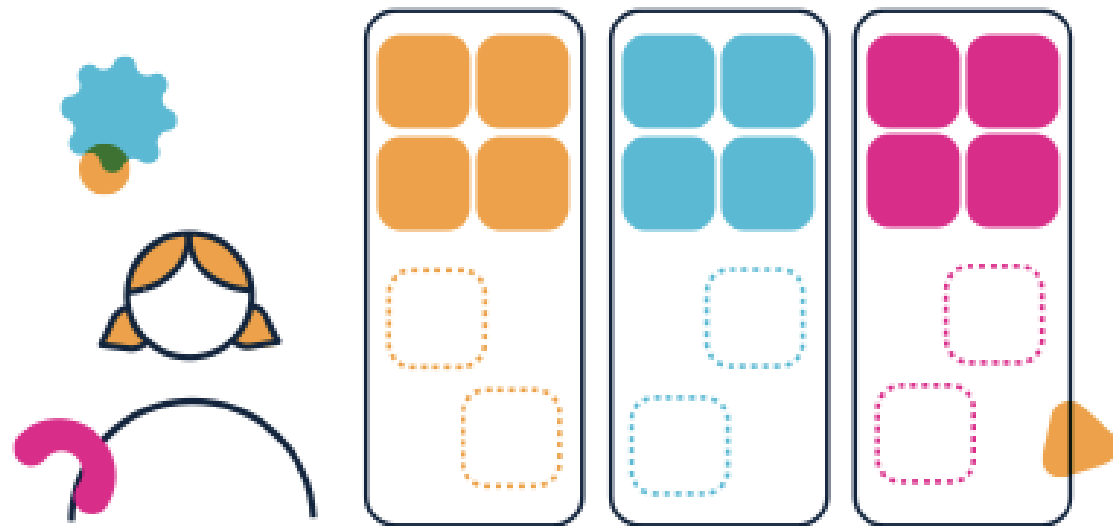
Read more: [Meet children's needs as they change over time section](#)

For younger children in particular, parents or guardians will have important input. You can make note of this in your mindsets or even create a separate one for parents if needed.



# Which mindsets are relevant to you?

The Age-appropriate mindsets are divided up into five different age brackets. Choose the age bracket that is relevant to your service or product from the pages that follow.



## **0-5 year olds**

Pre-literate & early literacy

## **6-9 year olds**

Core Primary school years

## **10–12 year olds**

Transition Years

## **13 - 15 year olds**

Early Teens

## **16 - 17 year olds**

Approaching Adulthood

# Mindset

## 0-5 year olds

### Pre-literate & early literacy

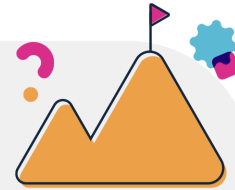
Look through the pre-populated Children's code **challenges**, **needs** and **behaviours** and think about how they could influence your services or product.

Write down your own specific challenges, needs and behaviours that you have learnt from testing or research to help shape your age appropriate mindset into the squares provided.

After, consider the parent's challenges, needs and behaviours as they support their child using your product or service.



### Challenges



Awareness of online risks is very limited

Limited self-control or ability to manage their own time online

Unlikely to be able to read text

May not be able to perform advanced interactions like swipe, double tap or pinch


### Needs



Consent from parent/guardian to use their data

Large, simple interactions that don't require advanced dexterity

Audio/visual content as may be pre-literate

Provide full privacy information for parents or guardians

Audio/video prompts to tell them to leave things as they are or ask a parent/guardian


### Behaviours



Parental or family guidance plays a key role

Learning to follow clear and simple rules

Often play on parents' devices - unlikely to have their own

Developing friendships but low peer pressure

Adults guide activities or they play within walled gardens or watch video streams


# Mindset

6-9 year olds

Core Primary school years

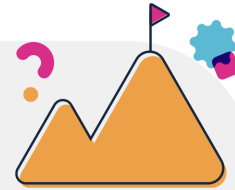
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## Challenges



Unlikely to understand the many ways in which their personal data may be used

May be more susceptible to peer pressure

Literacy levels can vary considerably

Limited ability or willingness to engage with written materials


## Needs



Consent from parent/guardian to use their data

To develop a basic understanding of privacy concepts

More audio/visual content as literacy may be very limited

To learn how to handle some of the more obvious online risks.


## Behaviours



Absorbing messages from school about online safety and the digital environment

Fitting in with their peer group becomes more important

Prefer online gaming, creative activities, and video streaming services

Connected toys are popular. May engage enthusiastically with voice activated devices

Experimenting with social media via gaming, their parents' or their own social media accounts

Maybe influenced by vloggers, particularly those within a similar age range.


# Mindset

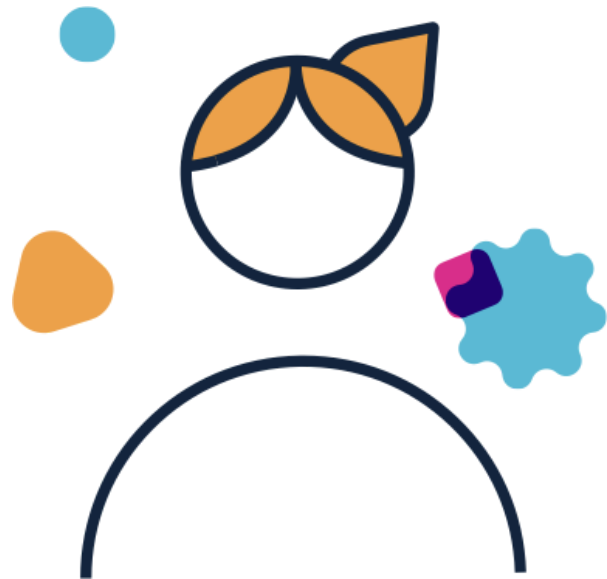
## 10–12 year olds

### Transition Years

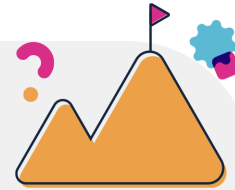
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### Challenges



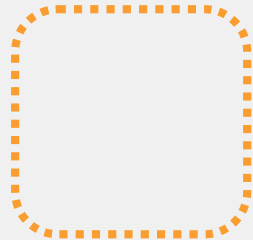
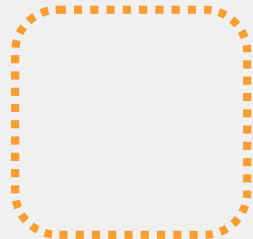
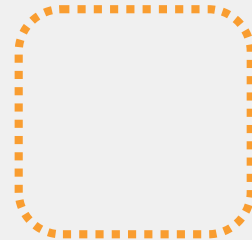
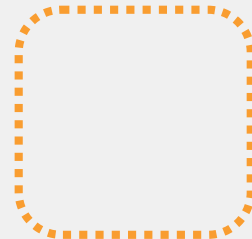
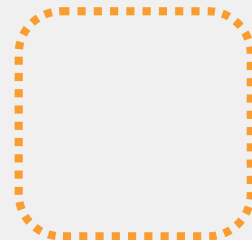
Susceptible to reward-based systems

Tend towards risk-taking and impulsive behaviours

Peer pressure to 'fit' in and to join online games

Unlikely to be aware of less obvious uses of personal data

More susceptible to 'influencing'



### Needs



Consent from parent/guardian to use their data

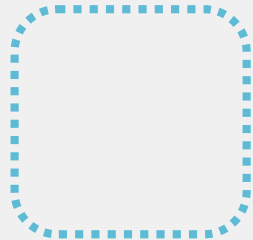
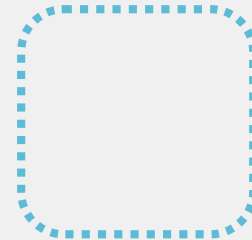
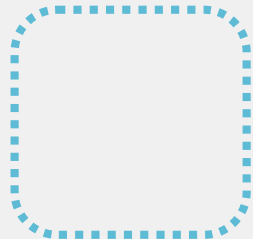
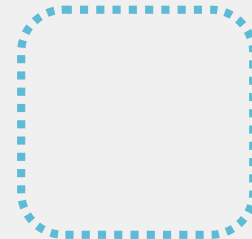
To know when parents/guardians are monitoring their online activity

More audio/visual content as literacy may still be limited

Options for more or less detailed explanations

To learn how the online world works

Some parental support and ways to set boundaries together



### Behaviours



Maybe using their first personal device

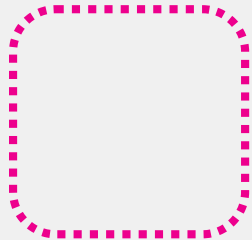
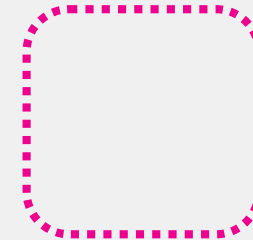
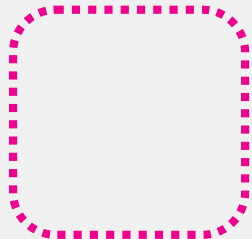
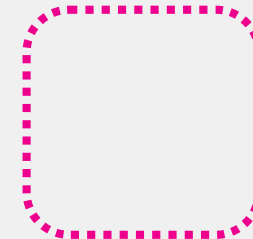
Using social media to contact friends. Also online gaming, video and music services

Developing self-identity and relationships online

Self-esteem may fall as they compare themselves to others

Moving from primary to secondary school

Maybe happy with parental support or may seek higher level of autonomy



# Mindset

13 - 15 year olds

Early Teens

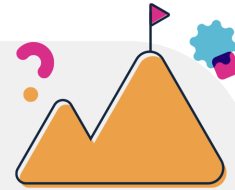
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## Challenges



Maybe the first time they are asked to give consent for using data

Overestimating their ability to cope with risks arising from online behaviour & relationships

Susceptible to negative comparison of themselves with others

Maybe reluctant to share concerns due to parent/guardian reaction to their online activity

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## Needs



Ability to give their own consent to use their personal data

Some audio/visual content as literacy may still be developing

Means of handling negative online experiences without help from parent/guardian

Signposting towards sources of help, including parental support

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Options for more or less detailed explanations

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## Behaviours



May distance themselves from the values of their parents and flaunt rules

Seeking more autonomy and may use services without parents' knowledge

Family remains a key influence and may ask parents for help and support

Widespread use of social media

May emulate online 'influencers' and tend towards idealised or polarised thinking

Exploration of identity and personal relationships online increases

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# Mindset

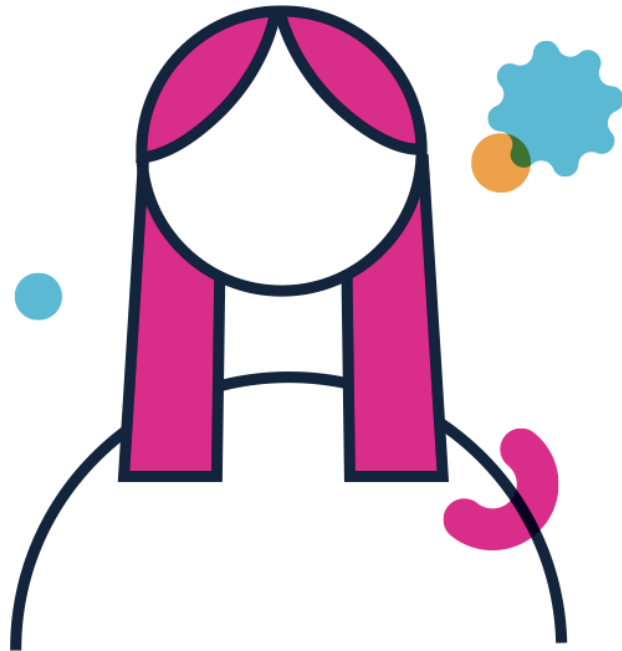
16 - 17 year olds

## Approaching Adulthood

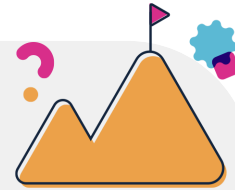
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### Challenges



Tend towards risk taking or impulsive behaviours

Can be susceptible to reward based systems

Don't yet have the same resilience and experience as adults

Limited appreciation of the long term consequences of their online actions


### Needs



Ability to give their own consent to use their personal data

May benefit from choice of media but literacy will be more developed

Means of handling negative online experiences without help from parent/guardian

Options for more or less detailed explanations


### Behaviours



Likely to view parental support as an option that they may not wish to use

Will expect a reasonable level of autonomy and privacy

Will employ reasonably robust online skills, coping strategies and resilience

May make use of more developed technical knowledge and capabilities

Still developing emotional literacy and handling of complex personal relationships




# Done!

## What's next?

### Keep a copy of this

Save a version for your records to show you have thought about children's data privacy and transparency in practice.

### Keep it top of mind

Print off your mindsets and stick them on the wall - keep children's needs in mind as you make design decisions.

### Add insights from research

Test your ideas, prototypes and solutions with children and add things that you learn to your moments maps.

### Try the data privacy moments tool

Use the data privacy moments tool to help you - **Data privacy moments map**

### Keep this updated

Do another version of this when your product or user journey changes, or if the age profile of your users changes.

