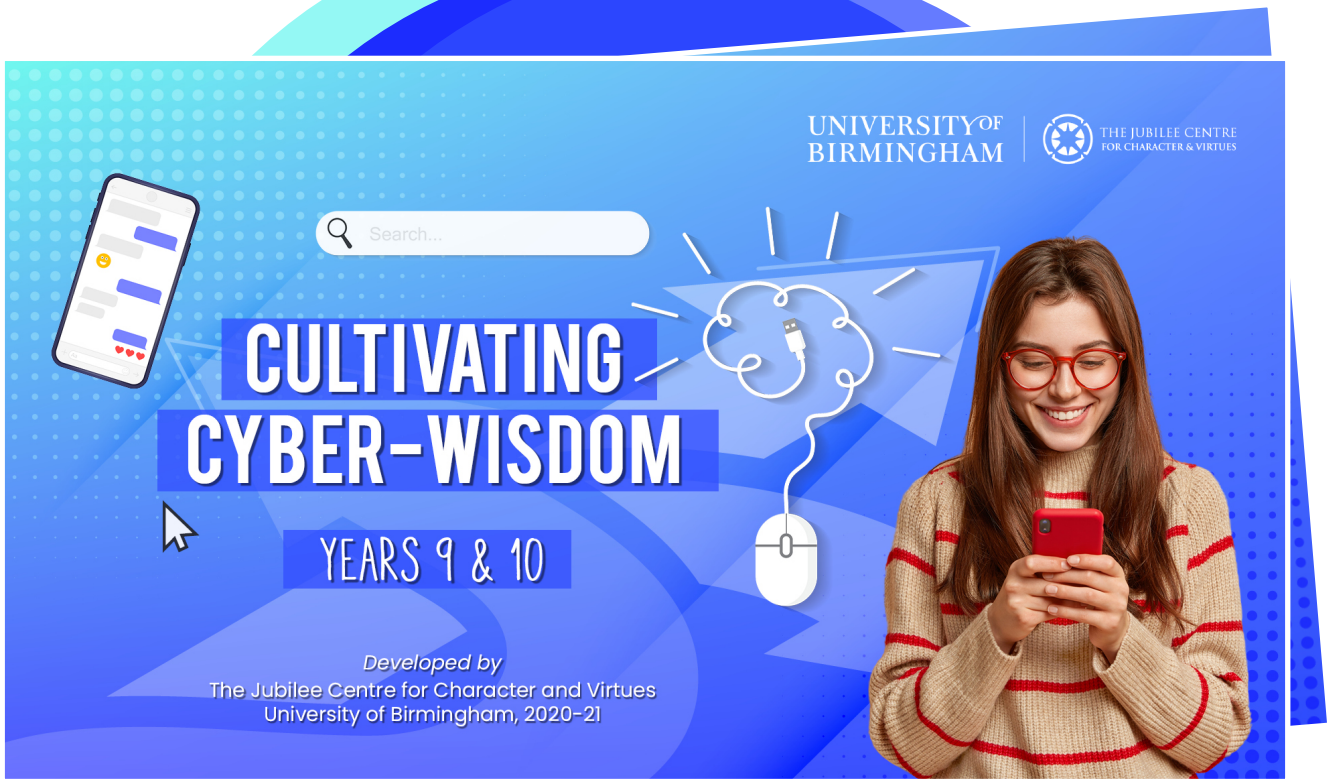


CULTIVATING CYBER-WISDOM

PUPILS AGED 13-16



Developed by
The Jubilee Centre for Character and Virtues
University of Birmingham
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Jubilee Centre for Character and Virtues

The Jubilee Centre for Character and Virtues is a unique and leading centre for the examination of how character and virtues impact upon individuals and society. The Centre was founded in 2012 by Professor James Arthur. Based at the University of Birmingham, it has a dedicated team of over 20 academics from a range of disciplines, including: philosophy, psychology, education, theology and sociology.

With its focus on excellence, the Centre has a robust, rigorous research and evidence-based approach that is objective and non-political. It offers world-class research on the importance of developing good character and virtues and the benefits they bring to individuals and society. In undertaking its own innovative research, the Centre also seeks to partner with leading academics from other universities around the world and to develop strong strategic partnerships.

A key conviction underlying the existence of the Centre is that the virtues that make up good character can be learnt and taught, but that these have been largely neglected in schools and in the professions. It is also a key conviction that the more people exhibit good character and virtues, the healthier our society. As such, the Centre undertakes development projects seeking to promote the practical applications of its research evidence.

This resource pack was developed by the Jubilee Centre for Character and Virtues at the University of Birmingham as part of the Cultivating Cyber-Wisdom project. Conducted in 2021-2022, this project was based on the delivery and evaluation of a school programme aimed at cultivating aspects of cyber-wisdom in secondary school students aged 13-16 in relation to how they use the Internet.

We live in an age in which the internet, which has become so ubiquitous, presents not only a range of opportunities – for example, for learning, socialising and participating in society – but also a number of risks, from issues of privacy and financial safety to misinformation, cyberbullying and other forms of online abuse. This is why cyber-wisdom – broadly defined as the ability to do the right thing at the right time, when using the internet – is crucial not only to maximising online opportunities while minimising online risks, but to human flourishing online – i.e., our ability to live well and thrive collectively in ways that are mediated by the internet.

Cyber-wisdom functions as a meta-virtue that enables users to deploy different character virtues (e.g., compassion, honesty, integrity) depending on context. As such, it includes different aspects: 1) an understanding of different virtues and how these may apply to different online settings (cyber-wisdom literacy); 2) the ability to prioritise different virtues online, particularly when experiencing moral dilemmas depending on context – e.g., whether or not to be loyal to a friend or to report, in the name of honesty, something nasty they may have done (cyber-wisdom reasoning); 3) the ability to navigate within different online settings one's own perspectives and those of others as well as one's own emotions and those of others (cyber-wisdom self-reflection); 4) a desire to act online showing virtues in line with a vision of the digital world underpinned by principles of the common good (cyber-wisdom motivation).

Understood in this way, cyber-wisdom education – i.e., education aimed at cultivating cyber-wisdom in pupils – is a form of character education that overlaps with digital citizenship education, which is concerned with the teaching of how to use digital technologies both responsibly and wisely with a view to interacting with others and participating in society.

This resource pack – which includes lesson plans, resources and PowerPoint slides – was designed to deliver the cyber-wisdom education programme developed by the Jubilee Centre. The programme, which consists of a total of four 50-60-minute lessons, was designed to be delivered among 13-16-year-old pupils. The materials included in this resource pack may be used by schools and educators as part of their delivery of digital citizenship education among this age group. As such, they may be best used as part of the curricula of subjects such as Personal Development, Personal, Social, Health and Economic (PSHE) education, Computing, and Citizenship.

If you have any questions concerning this resource pack, or about the work of the Jubilee Centre, please do not hesitate to get in touch with the Jubilee Centre via jubileecentre@contacts.bham.ac.uk or on 0121 414 4875.

THIS RESOURCE PACK CONTAINS THE FOLLOWING RESOURCES:

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LESSON 1 (ONE HOUR)

LESSON OBJECTIVES

To discuss why virtues, especially wisdom, should apply to online behaviour

OUTLINE OF LESSON (TEACHING STRATEGIES, ACTIVITIES AND TIMINGS)

Introduction (15 mins)

Explain to the class that the purpose of the following four lessons will be to discuss and explore how they might use the internet wisely and responsibly. Show the class the flowchart slide (LIR1A) to explain what will be covered in the lessons and then explain the lesson objective for this first lesson (LIR1B).

Show the class the full video and then the statistics about cyber-bullying in the power point slides (LIR1C). After sharing the video and statistics, have a brief discussion with the class about what they think is positive and negative about the internet. Explain that the quality of cyber-wisdom is developed over time and through experience; it helps avoid the risks and take advantage of the opportunities involved with being online.

Introduce students to the key vocabulary that will be used throughout the following lessons (LIR1D). Spend some time helping the students to familiarise themselves with the key terms and their definitions. Use the glossary for your reference (LIR2). Use the cards found in LIR2 to display the key definitions throughout the four lessons if possible.

Development (35 mins)

Activity 1 (5 mins): Ask students to independently read the news story about Charley Oliver-Holland (LIR3). Use the five-minute visual countdown timer in the slides (LIR1E) as a guide to how long the students have to complete the reading.

Activity 2 (15 mins): Ask the class to discuss in pairs or small groups the ethical aspects of the story. The following questions should frame the discussion (LIR1F):

- How did you feel when you read the story about Charley Oliver-Holland?
- What character qualities/virtues did the people bullying Charley lack?
- Why do you think some people behave differently on the Internet compared to in real life?

Ask students to record their ideas on a prompt sheet next to the questions (LIR4). Students who require additional support can be provided with sentence starters and keywords (LIR5). Use the sentence starters in the power point slides (LIR1G) to facilitate an open discussion. Allow students time to feed back their responses to the questions.

Activity 3 (15 mins): Ask students to write a short personal reflective diary entry (using hard copies of LIR6) about:

- Where they stand in relation to the different perspectives (e.g. Charley's, her parents', her bullies') involved in the Charley Oliver-Holland story;
- What they feel in relation to the different emotions involved in the story (e.g. anger, sadness, concern);
- How, after reading the story, they might behave differently when online/offline.

Explain that the aim of this activity is not to assess how well students write but to prompt them to reflect on their own perspectives, emotions and online behaviour.

Plenary (10 mins)

Give some students the opportunity to share what they have written by reading aloud.

Explain that the next lesson will build on today's by focusing on examples of people who have used the internet wisely and for good. Ask students to think between this lesson and the next of any examples of internet exemplars that they know of.

RESOURCES AND DIFFERENTIATION

- LIR1: Power point slides
- LIR2: Glossary
- LIR3: News story
- LIR4: Question sheet
- LIR5: Sentence starters with keywords for SEND students
- LIR6: Diary entry form

KEY VOCABULARY

Cyber-wisdom, moral decision making online, virtues, online opportunities, online risks, online behaviour, perspectives and emotions

L1R2 GLOSSARY

KEY TERMS AND DEFINITIONS:

- **Ethical** = relating to moral principles or to the branch of knowledge that studies these
- **Moral** = concerned with the principles of right or wrong behaviour
- **Moral decision-making** = the process of making moral decisions as a result of reasoning

- **Online opportunities** = the opportunities that the internet presents (e.g. for learning, socialisation, entertainment, employment, participation)
- **Online risks** = the risks that the internet presents (e.g. online abuse such as cyberbullying, misinformation, financial safety, privacy, piracy)

- **Virtue** = a positive character trait (e.g. compassion, honesty, resilience)
- **Vice** = a negative character trait (e.g. arrogance, envy, greed)

- **Moral virtues** = the qualities that shape one's moral conduct (e.g. compassion, honesty, humility, courage)
- **Civic virtues** = the qualities that shape one's understanding of their role and responsibilities in society (e.g. civility, neighbourliness, community awareness, service)
- **Intellectual virtues** = the qualities necessary for the pursuit of knowledge and understanding (e.g. independent thought, critical thinking, curiosity)
- **Performance virtues** = the qualities that enable one to manage their life effectively (e.g. confidence, determination, resilience)

- **Wisdom (overarching virtue)** = the ability to do the right thing at the right time, especially when presented with moral dilemmas

- **Moral dilemma** = a situation, based on the clash of two or more virtues, when you have to choose between two or more actions and it is not easy to decide what to do (e.g. being loyal to your friend vs. reporting in the name of honesty something that they have done)

- **Human flourishing** = our ability as a society to live well and thrive collectively

BELOW ARE THE SAME KEY TERMS AND DEFINITIONS TO CUT OUT AND DISPLAY IN THE CLASSROOM:

Ethical = relating to moral principles or to the branch of knowledge that studies these

Moral = concerned with the principles of right or wrong behaviour

Moral decision-making = the process of making moral decisions as a result of reasoning

Online opportunities = the opportunities that the internet presents (e.g. for learning, socialisation, entertainment, employment, participation)

Online risks = the risks that the internet presents (e.g. online abuse such as cyberbullying, misinformation, financial safety, privacy, piracy)

Virtue = a positive character trait (e.g. compassion, honesty, resilience)

Vice = a negative character trait (e.g. arrogance, envy, greed)

Moral virtues = the qualities that shape one's moral conduct (e.g. compassion, honesty, humility, courage)

Civic virtues = the qualities that shape one's understanding of their role and responsibilities in society (e.g. civility, neighbourliness, community awareness, service)

Intellectual virtues = the qualities necessary for the pursuit of knowledge and understanding (e.g. independent thought, critical thinking, curiosity)

Performance virtues = the qualities that enable one to manage their life effectively (e.g. confidence, determination, resilience)

Wisdom (overarching virtue) = the ability to do the right thing at the right time, especially when presented with moral dilemmas

Moral dilemma = a situation, based on the clash of two or more virtues, when you have to choose between two or more actions and it is not easy to decide what to do (e.g. being loyal to your friend vs. reporting in the name of honesty something that they have done)

Human flourishing = our ability as a society to live well and thrive collectively

L1R3 NEWS STORY

BULLYING: SCHOOLMATES 'TOLD ME TO DIE' IN ONLINE POSTS

BBC News 5 December 2020



"I went online to make friends with people who were similar to me, so I could be myself, but when the other kids in school found my profile they made fun out of me."

Charley Oliver-Holland was 12 when she started getting bullied. She always had friends, but did not really fit in at high school.

"I had an Instagram page that I made of my favourite band and it allowed me to make friends online with similar interests, but when people from school found the page, I ended up getting so much grief," she said.

The 17-year-old remembers being called dyke, emo, fat, as well as being told to die and go cut herself by people at her school, as well as total strangers.

"People saw I was different and expressing myself and didn't like it, because I didn't fit in, they would call me all sorts of names. It would be random people, I wouldn't even know them and they would post awful things. As a 12-year-old it's not a nice thing to hear and you take it to heart."

Charley was targeted by bullies after posting pictures online of herself with black lipstick and hair. She said people got a feeling of invincibility when online, prompting them to say things they never would in person.

"All you need is an email address and you can make a fake account and say what you want about whoever. People can be really horrible when they don't think there are consequences to their actions, they come across lovely in person but when they are on their phone in their bedroom they change. At school, you get bullied and can go home and escape from it, but with online it's constant, you can't escape from it, it is always there."

Charley feels online bullying behaviour is normalised and – because so many people get involved – it makes it harder to stop or report.

L1R4 QUESTION SHEET

PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. How did you feel when you read the story about Charley Oliver-Holland?

2. What character qualities/virtues did the people bullying Charley lack?

3. Why do you think some people behave differently on the internet compared to in real life?

L1R5 SENTENCE STARTERS AND KEYWORDS

PLEASE COMPLETE THE FOLLOWING SENTENCES. USE THE KEYWORDS UNDER EACH SENTENCE IF YOU NEED TO.

1. Reading what happened to Charley Oliver-Holland made me feel . . .

Keywords: worried, concerned, scared, sad, sorry, angry

2. This is how I felt because . . .

Keywords: unfair, unjust, unkind, victim, bullying

3. The people bullying Charley lack . . .

Keywords: compassion, empathy, respect, civility, kindness, politeness, friendliness

4. It's clear that the people bullying Charley lack these qualities/virtues from the fact that . . .

Keywords: nasty, unkind, mean, thoughtless, messages, comments, aggressive

5. I think that some people behave differently on the internet compared to in real life because . . .

Keywords: anonymous, invincible, unknown, fake, hidden, no consequences..

L1R6 DIARY ENTRY FORM

PLEASE COMPLETE THIS DIARY ENTRY TO REFLECT ON WHAT YOU THINK AND FEEL ABOUT WHAT HAPPENED TO CHARLEY OLIVER-HOLLAND.

	PERSPECTIVES
Where do YOU stand in relation to the different perspectives (e.g. Charley's, her parents', her bullies') involved in the Charley Oliver-Holland story?	<hr/> <hr/> <hr/> <hr/>

	EMOTIONS
What do YOU feel in relation to the different emotions involved in the story? (e.g. anger, sadness, concern)	<hr/> <hr/> <hr/> <hr/>

	BEHAVIOUR
How, after reading the story, might YOU behave differently when online/offline?	<hr/> <hr/> <hr/> <hr/>

LESSON 2 (ONE HOUR)

LESSON OBJECTIVES

To identify the character traits of an internet exemplar

OUTLINE OF LESSON (TEACHING STRATEGIES, ACTIVITIES AND TIMINGS)

Introduction (10 mins)

Recap what was covered in the last lesson by using the power point slide (L2R1A) to ask students to respond to the following retrieval question:

- Why is it important to possess different virtues when using the internet?

Use the glossary (L2R2) to read the definition of a few key words introduced in the last lesson and ask students to identify what these key words are. Then explain the learning objective for this lesson (L2R1B) and allow students time to share any examples of internet exemplars that they have thought of since the last lesson.

Development (45 mins)

Activity 1 (15 mins): Use the power point slide (L2R1C) to show students a short TED talk by Lizzie Velasquez, focusing on how she handled online trolling as part of her activism.

Activity 2 (15 mins): Ask students to work in small groups to reflect on how Lizzie handled being trolled and how she turned this into positive action (L2R1D). Ask students to record their ideas on a prompt sheet, discussing the following questions (L2R3):

- How did watching Lizzie's TED talk make you feel?
- What character qualities/virtues did Lizzie show?
- Why is Lizzie a good role model for others?
- What do you think motivates Lizzie to act as she does?
- What can we all learn from Lizzie's story?

Students who require additional support can be provided with sentence starters and keywords (L2R4). Use the sentence starters in the power point slides (L2R1E) to facilitate an open discussion. Ask each group to feed back in response to the questions.

Activity 3 (15 mins): Give students hard copies of L2R5 and ask them to label the picture of their ideal digital exemplar – someone real or made up who uses the internet to make a positive difference to others. Students should use the vocabulary that they have learnt in the lessons so far to describe their exemplar (e.g. ethical, compassionate, wise, moral decision making). If students struggle, suggest digital exemplars such as Joe Wicks, Greta Thunberg or Marcus Rashford who have all used the Internet positively and for good. Encourage students to write a longer description of their digital exemplar in the box provided. Give some students the opportunity to share what they have written.

Plenary (5 mins)

Explain that the next lesson will build on today's by focusing on moral dilemmas which occur in the online world. Explain that dilemmas often occur when two or more virtues clash, e.g. whether to be honest with friends on social media in the name of honesty, or to hide the truth, if this can hurt them, in the name of compassion.

As homework, ask students to think between this lesson and the next of at least one example of a moral dilemma that they have experienced online themselves. Ask them to think about what the dilemma involved, which virtues clashed, what action they took and why.

RESOURCES AND DIFFERENTIATION

- L2R1: Power point slides
- L2R2: Glossary
- L2R3: Question sheet
- L2R4: Sentence starters with key words for SEND students
- L2R5: My ideal digital exemplar

KEY VOCABULARY

Internet exemplar, role model, moral motivation, good life online, moral decision making

L2R2 GLOSSARY

KEY TERMS AND DEFINITIONS:

- **Ethical** = relating to moral principles or to the branch of knowledge that studies these
- **Moral** = concerned with the principles of right or wrong behaviour
- **Moral decision-making** = the process of making moral decisions as a result of reasoning

- **Online opportunities** = the opportunities that the internet presents (e.g. for learning, socialisation, entertainment, employment, participation)
- **Online risks** = the risks that the internet presents (e.g. online abuse such as cyberbullying, misinformation, financial safety, privacy, piracy)

- **Virtue** = a positive character trait (e.g. compassion, honesty, resilience)
- **Vice** = a negative character trait (e.g. arrogance, envy, greed)

- **Moral virtues** = the qualities that shape one's moral conduct (e.g. compassion, honesty, humility, courage)
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- **Intellectual virtues** = the qualities necessary for the pursuit of knowledge and understanding (e.g. independent thought, critical thinking, curiosity)
- **Performance virtues** = the qualities that enable one to manage their life effectively (e.g. confidence, determination, resilience)

- **Wisdom (overarching virtue)** = the ability to do the right thing at the right time, especially when presented with moral dilemmas

- **Moral dilemma** = a situation, based on the clash of two or more virtues, when you have to choose between two or more actions and it is not easy to decide what to do (e.g. being loyal to your friend vs. reporting in the name of honesty something that they have done)

- **Human flourishing** = our ability as a society to live well and thrive collectively

L2R3 QUESTION SHEET

PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. How did watching Lizzie's TED talk make you feel?

2. What character qualities/virtues did Lizzie show?

3. Why is Lizzie a good role model for others?

4. What do you think motivates Lizzie to act as she does?

5. What can we all learn from Lizzie's story?

L2R4 SENTENCE STARTERS AND KEYWORDS

PLEASE COMPLETE THE FOLLOWING SENTENCES. USE THE KEYWORDS UNDER EACH SENTENCE IF YOU NEED TO.

1. Watching Lizzie's TED talk made me feel . . .

Keywords: sad, concerned, angry, optimistic, motivated, inspired

2. This is how I felt because . . .

Keywords: unfair, mean, victim, inspirational, good example, role model

3. Lizzie has handled trolling by showing character qualities/virtues such as . . .

Keywords: determination, perseverance, resilience, motivation, civility, respect

4. It's clear that Lizzie showed these qualities/virtues from how she . . .

Keywords: advocates, campaigns, actions, raises awareness, stands up to bullies

5. Lizzie is a role model for others because . . .

Keywords: good example, constructive, qualities/virtues, better world, positive

6. I think that what motivates Lizzie to act the way she does is the fact that . . .

Keywords: victim, survivor, better world, civility, respect, determined

7. What we can all learn from Lizzie's story is that . . .

Keywords: negative experience, positive experience, raise awareness, take action, better world, respect, never give up

L2R5 MY IDEAL DIGITAL EXEMPLAR

LABEL THE PICTURE (BOX A BELOW) TO DESCRIBE YOUR IDEAL DIGITAL EXEMPLAR – SOMEONE REAL OR MADE UP WHO USES THE INTERNET TO MAKE A POSITIVE DIFFERENCE TO OTHERS. USE THE CHARACTER TERMS THAT YOU HAVE LEARNT IN YOUR LESSONS SO FAR TO DESCRIBE YOUR EXEMPLAR. THEN, WRITE A DESCRIPTION OF YOUR DIGITAL EXEMPLAR (BOX B BELOW).

BOX A – LABEL THE PICTURE OF YOUR IDEAL DIGITAL EXEMPLAR



BOX B – DESCRIBE YOUR IDEAL DIGITAL EXEMPLAR

LESSON 3 (ONE HOUR)

LESSON OBJECTIVES

To evaluate moral dilemmas we experience online and reflect on our personal experiences of them

OUTLINE OF LESSON (TEACHING STRATEGIES, ACTIVITIES AND TIMINGS)

Introduction (10 mins)

Recap what was covered in the last lesson by using the power point slide (L3RIA) to ask students to respond to the following retrieval question:

- What makes a good moral exemplar?

Explain the learning objective for this lesson (L3RIB). Ask some of the students to give examples of moral dilemmas that they have thought of in relation to their own online experiences (L3RIC). Point out to the students how the virtues in their examples clash and that cyber-wisdom is needed to decide what the right course of action may be. If students struggle to think of an example, tell them about an appropriate moral dilemma that you have experienced yourself when using the internet and discuss how two or more virtues clashed in the context of your example.

Development (40 mins)

Activity 1 (10 mins): Ask students to work in pairs or small groups to read the following moral dilemma (L3R2 and L3RID on the slides):

It is the night before Jack's homework is due in. He has been asked to write a short essay about the virtue of courage. He does some research online and finds a really good short essay on courage that he thinks he can copy and no one will find out. Jack does not want to hand in his homework late but he knows that copying some of someone else's work is also not right.

After they have read the dilemma, students should indicate what they would do if they were Jack (L3RID). Ask them:

- To hold up their hand if they would copy some of the essay that Jack found online so as to hand in their essay on time;
- To hold up their hand if they would submit their homework late and not copy some of the essay;
- To hold up their hand if they are not sure what they would do.

Alternatively, this could be done by asking students to move to different parts of the room. Ask some of the students to explain and justify their reasons for the action that they would take.

Activity 2 (15 mins): Ask students to work in pairs or small groups to discuss one or more of the four moral dilemmas on the prompt sheet (L3R3 and L3R4 on the slides). Ask them to discuss the following questions about their dilemma:

- What would you do if you faced the same situation?
- Is there anything that makes the decision hard – if so, what?
- Why is this a moral dilemma? What virtues clash in the story?

Students who require additional support can be provided with sentence starters and keywords (L3R4). Allow time for students to feedback to the class about their discussions.

Activity 3 (15 mins): Finally, ask students to write (using hard copies of L3R5) a short diary entry reflecting on:

- The different perspectives involved in a moral dilemma that they have experienced online in the past, and on where they stand;
- The different emotions involved in their dilemma, and on what they feel;
- Whether, and if so in what ways, they managed to regulate/adjust their own perspectives and emotions in the context of that dilemma.

Plenary (10 mins)

Explain that the next lesson will build on today's by focusing on the ways in which the digital world can be made into a better place. Ask students to think between this lesson and the next of what their own ideal digital world would look like. In order to do this, ask them to use the six hats model developed by De Bono. Use the power point slides (L3R1F) and give students a handout to take away (L3R6) to show them what each hat represents:

- White hat = the facts (what is true and factual about our current digital world);
- Yellow hat = optimism (the positives that you want the digital world to have);
- Black hat = the moral problems that you would prefer your ideal digital world not to have;
- Red hat = the emotions that you feel in relation to the positives and the problems;
- Green hat = creativity (the alternatives and solutions necessary to overcome the problems and make the positives possible);
- Blue hat = control check to ensure that you have addressed all the hats above.

RESOURCES AND DIFFERENTIATION

- L3R1: Power point slides
- L3R2: 'If I were Jack'
- L3R3: Online Moral Dilemmas question sheet
- L3R4: Online Moral Dilemmas question sheet with sentence starters and keywords for SEND students
- L3R5: Diary entry form
- L3R6: Six hats handout

KEY VOCABULARY

Moral dilemma, best course of action, clash of virtues

L3R2 IF I WERE JACK

PLEASE READ THE FOLLOWING MORAL DILEMMA AND THINK ABOUT WHAT YOU WOULD DO IF YOU WERE JACK.

It is the night before Jack's homework is due in. He has been asked to write a short essay about the virtue of courage. He does some research online and finds a really good short essay on courage that he thinks he can copy and no one will find out. Jack does not want to hand in his homework late but he knows that copying some of someone else's work is also not right.

What would you do if you were Jack?

OPTION A

I would copy some of the essay that I found online so as to hand in my own essay on time

OPTION B

I would submit my homework late and not copy some of the essay

OPTION C

I am not sure

L3R3 ONLINE MORAL DILEMMAS QUESTION SHEET

PLEASE READ THE FOLLOWING MORAL DILEMMAS AND DISCUSS THE QUESTIONS BELOW:

MORAL DILEMMA 1: James's joke

James is always on his favourite social networking site. He regularly posts and replies to messages to his friends. He decides to set up an anonymous account and sends nasty messages to one of his friends as a joke. He does this for several days and thinks it is very funny. However, one day he notices his friend is looking upset at school.

1. What would you do if you were James?
2. Is there anything that makes the decision about what to do hard – if so, what?
3. Why is this a moral dilemma? What virtues clash in the story?

MORAL DILEMMA 2: Jenny smoking

For the first time ever, at a friend's party, Jenny had a cigarette. She did not want to, but all her friends were smoking. She felt ill afterwards and was sick. Jenny did not realise that her friend had taken photos on her phone of her smoking and being ill afterwards, and had posted the pictures to her social networking page. When she woke up the next morning, she found the pictures had been shared with many students at her school.

1. What would you do if you were Jenny?
2. Is there anything that makes the decision about what to do hard – if so, what?
3. Why is this a moral dilemma? What virtues clash in the story?

MORAL DILEMMA 3: Rosie and the unknown 'friend'

Rosie shares everything with her best friend, Jo. Rosie has been chatting to a boy in a social media chatroom and has planned to meet him next week. She has lied about her age and has told the boy she is sixteen, when she is actually fourteen. Jo is worried about what will happen when they meet up, as Rosie doesn't really know anything about this boy apart from his age and name.

1. What would you do if you were Jo?
2. Is there anything that makes the decision about what to do hard – if so, what?
3. Why is this a moral dilemma? What virtues clash in the story?

MORAL DILEMMA 4: Sabir and the made-up story

Sabir is always on the internet. He uses it for research all the time. One day he is on Wikipedia with his friend. His friend tells him that he likes to make up things about famous people and add these to their Wikipedia site. He thinks this is funny. However, Sabir is worried that this is misleading people around the world. He does not want to get his friend in trouble, but does not want misinformation on the website.

1. What would you do if you were Sabir?
2. Is there anything that makes the decision about what to do hard – if so, what?
3. Why is this a moral dilemma? What virtues clash in the story?

L3R4 SENTENCE STARTERS AND KEYWORDS

PLEASE READ THE FOLLOWING MORAL DILEMMAS AND DISCUSS THE QUESTIONS BELOW. USE THE KEYWORDS UNDER EACH SENTENCE IF YOU NEED TO.

MORAL DILEMMA 1: James's joke

James is always on his favourite social networking site. He regularly posts and replies to messages to his friends. He decides to set up an anonymous account and sends nasty messages to one of his friends as a joke. He does this for several days and thinks it is very funny. However, one day he notices his friend is looking upset at school.

1. What would you do if you were James?
If I were James, I would . . . because . . .
2. Is there anything that makes the decision about what to do hard – if so, what?
I think that making a decision in this situation (is/is not) hard because . . .
3. Why is this a moral dilemma? What virtues clash in the story?
This is a moral dilemma because of the clash of different virtues. These are . . .

Keywords: stop, delete the account, talk to my friend, do nothing, friendship, honesty, compassion, respect, civility

MORAL DILEMMA 2: Jenny smoking

For the first time ever, at a friend's party, Jenny had a cigarette. She did not want to, but all her friends were smoking. She felt ill afterwards and was sick. Jenny did not realise that her friend had taken photos on her phone of her smoking and being ill afterwards, and had posted the pictures to her social networking page. When she woke up the next morning, she found the pictures had been shared with many students at her school.

1. What would you do if you were Jenny?
If I were Jenny, I would . . . because . . .
2. Is there anything that makes the decision about what to do hard – if so, what?
I think that making a decision in this situation (is/is not) hard because . . .
3. Why is this a moral dilemma? What virtues clash in the story?
This is a moral dilemma because of the clash of different virtues. These are . . .

Keywords: ask to remove the pictures, talk to my friend, report, do nothing, friendship, loyalty, integrity, respect, privacy

MORAL DILEMMA 3: Rosie and the unknown 'friend'

Rosie shares everything with her best friend, Jo. Rosie has been chatting to a boy in a social media chatroom and has planned to meet him next week. She has lied about her age and has told the boy she is sixteen, when she is actually fourteen. Jo is worried about what will happen when they meet up, as Rosie doesn't really know anything about this boy apart from his age and name.

1. What would you do if you were Jo?
If I were Jo, I would . . . because . . .
2. Is there anything that makes the decision about what to do hard – if so, what?
I think that making a decision in this situation (is/is not) hard because . . .

3. Why is this a moral dilemma? What virtues clash in the story?

This is a moral dilemma because of the clash of different virtues. These are . . .

Keywords: report, talk to Rosie, speak to parents/teachers, do nothing, friendship, loyalty, honesty, humility, safety, trust

MORAL DILEMMA 4: Sabir and the made-up story

Sabir is always on the internet. He uses it for research all the time. One day he is on Wikipedia with his friend. His friend tells him that he likes to make up things about famous people and add these to their Wikipedia site. He thinks this is funny. However, Sabir is worried that this is misleading people around the world. He does not want to get his friend in trouble, but does not want misinformation on the website.

1. What would you do if you were Sabir?
If I were Sabir, I would . . . because . . .
2. Is there anything that makes the decision about what to do hard – if so, what?
I think that making a decision in this situation (is/is not) hard because . . .
3. Why is this a moral dilemma? What virtues clash in the story?
This is a moral dilemma because of the clash of different virtues. These are . . .

Keywords: report, talk to the friend, speak to parents/teachers, do nothing, friendship, honesty, integrity, loyalty, trust

L3R5 DIARY ENTRY FORM

PLEASE COMPLETE THIS DIARY ENTRY TO REFLECT ON A MORAL DILEMMA THAT YOU HAVE EXPERIENCED ONLINE IN THE PAST.

	MORAL DILEMMA
What moral dilemma did you experience online?	<hr/> <hr/> <hr/> <hr/>

	PERSPECTIVES
What were the perspectives of the different people involved in the dilemma, and where did YOU stand in terms of your own opinion?	<hr/> <hr/> <hr/> <hr/>

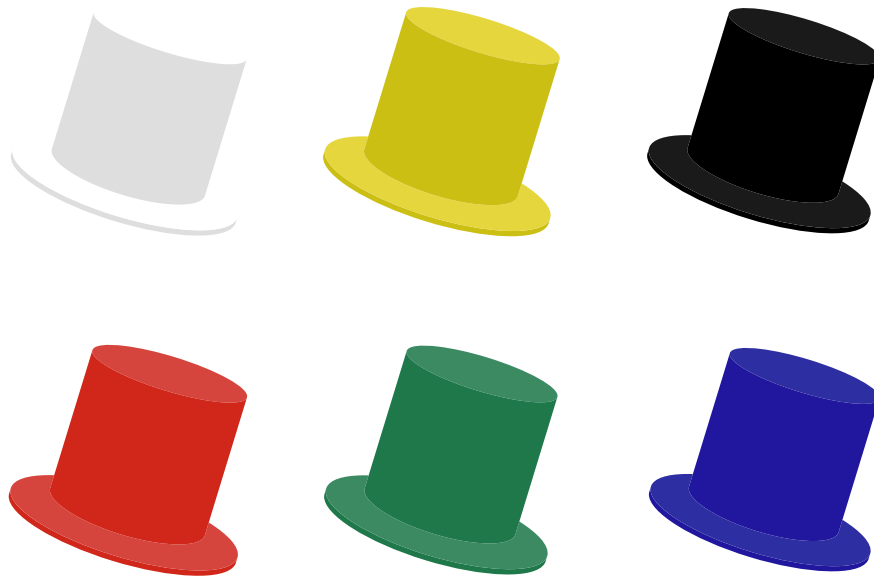
	EMOTIONS
What were the emotions of the different people involved in the dilemma, and where did YOU stand in terms of your own feelings?	<hr/> <hr/> <hr/> <hr/>

	BEHAVIOUR
Did you change your own perspectives and emotions in the context of this dilemma, and if so, how?	<hr/> <hr/> <hr/> <hr/>

L3R6SIX HATS HANDOUT

HOW CAN THE DIGITAL WORLD BE MADE INTO A BETTER PLACE?

Please think about your ideal digital world by using the six hats below:



- **WHITE:** The Facts – what is true and factual about our current digital world?
- **YELLOW:** Optimism – what are the positives that you want the digital world to have?
- **BLACK:** What are the moral problems that you would prefer your ideal digital world not to have?
- **RED:** What emotions do you feel in relation to the positives and to the problems?
- **GREEN:** Creativity – what are the alternatives and the solutions necessary in order to overcome the problems and make the positives possible?
- **BLUE:** Control Check – did you use all the hats above?

LESSON 4 (ONE HOUR)

LESSON OBJECTIVES

To reflect on the ethical features of an ideal digital world

OUTLINE OF LESSON (TEACHING STRATEGIES, ACTIVITIES AND TIMINGS)

Introduction (15 mins)

Recap what was covered in the last lesson, including the key vocabulary and the discussions that took place. Use the power point slide (L4RIA) to ask students to answer the following retrieval question:

- Why are online dilemmas sometimes hard to solve?

Explain the learning objective for this lesson (L4RIB) and give students the opportunity to share any initial ideas of what their ideal digital world would look like. In order to facilitate the discussion, use the power point slide (L4RIC) showing the following questions, which capture the first five hats of De Bono's model:

- What is true about the current digital world?
- What positive traits would you like the digital world to have?
- What problems would you prefer the digital world not to have?
- How do the positive traits of the digital world make you feel?
- How do the problems of the digital world make you feel?
- What needs to happen to overcome the problems and realise the positives?

Students who require additional support can be provided with sentence starters and keywords (L4R2).

Development (40 mins)

Activity 1 (10 mins): Use the power point slides (L4RID) to show students the trailer for the Social Dilemma and the news story (from 1:26–2:43 if watching on YouTube) to emphasise how the Internet can be used both positively and negatively.

After watching the videos, use the power point slide (L4RIE) to ask students what they believe are the responsibilities of governments, tech companies and internet users to make the digital world a good place to live, work and play in.

Activity 2 (15 mins): Ask students to work in small groups to imagine what their ideal digital world looks like, with a focus on its ethical features and on the importance of possessing character virtues and wisdom. Ask each group to prepare a short presentation. Give each group flip chart paper

to mind map their ideas as well as a prompt sheet with questions (L4R3) to help them to develop their ideas. Students who require additional support can be provided with sentence starters and keywords (L4R4). Ask students to consider in particular:

- What tech companies need to do to ensure their inventions make the digital world a better place;
- What governments need to do to make the digital world a better place;
- What we as internet users (including young people, parents, educators) can do to make the digital world a better place.

Give students 15 minutes to prepare their presentations. Use the visual countdown timer built into the power point slides (L4R1F) to give them a clear indication of how much time they have.

Activity 3 (15 mins): Ask each of the small groups to present their ideas of their ‘ideal digital world’ by ensuring that there is a focus on its ethical features and on the character virtues and wisdom of tech companies, governments and users.

Plenary (5 mins)

Recap the following key learning points from the four cultivating cyber-wisdom lessons (L4R1G):

- We, as a society, have the power to cultivate and show good or bad human qualities online – it is us using the technology, not the technology using us.
- Cyber-wisdom is doing the right thing, at the right time, online (when no one is watching) – it is hard to be wise online but we learn this through experience and reflection.
- We should think about how being online makes us feel. We should listen to our feelings in order to become wiser, drawing inspiration from exemplars around us.

RESOURCES AND DIFFERENTIATION

- L4R1: Power point slides
- L4R2: Sentence starters and keywords for SEND students
- L4R3: Question sheet
- L4R4: Prompt sheet with questions and keywords for SEND students

KEY VOCABULARY

Ideal digital world, responsibilities, human flourishing

L4R2 SENTENCE STARTERS AND KEYWORDS

USE THE KEYWORDS BELOW TO COMPLETE THE FOLLOWING SENTENCES.

1. What is true about the current digital world is that . .

Keywords: online opportunities, learning, socialising, entertainment, online risks, cyberbullying, misinformation

2. I would like the digital world to show positive traits such as . . .

Keywords: users' compassion towards others, kindness, honesty, internet corporations taking responsibility

3. The moral problems that I would prefer the digital world not to have are . . .

Keywords: lack of users' compassion towards others, cyberbullying, dishonesty, trolling, misinformation, internet corporations' lack of responsibility

4. The positives that I would like the digital world to have make me feel . . .

Keywords: happy, optimistic, hopeful, excited

5. By contrast, the problems of the digital world make me feel . . .

Keywords: anxious, stressed, concerned, worried, pessimistic

6. The solutions that are necessary to overcome the problems and realise the positives include . . .

Keywords: governments, regulation, tech companies, design of platforms, educators, parents, character virtues and wisdom

L4R3 QUESTION SHEET

PLEASE CONSIDER THE FOLLOWING QUESTIONS WHEN WORKING IN YOUR GROUP TO REFLECT ON YOUR IDEAL DIGITAL WORLD. MAKE A MIND MAP ABOUT YOUR IDEAL DIGITAL WORLD TO PRESENT TO THE CLASS. MAKE NOTES IN RESPONSE TO THE QUESTIONS BELOW, AND PLEASE ENSURE THAT YOU FOCUS ON THE ETHICAL FEATURES OF YOUR IDEAL DIGITAL WORLD, WITH AN EMPHASIS ON THE IMPORTANCE OF POSSESSING CHARACTER VIRTUES AND WISDOM.

1. What do tech companies need to do to ensure that their inventions make the digital world a better place?

2. What do governments need to do to make the digital world a better place?

3. What can we as internet users (including young people, parents, educators) do to make the digital world a better place?

L4R4 QUESTIONS AND KEYWORDS

PLEASE CONSIDER THE FOLLOWING QUESTIONS WHEN WORKING IN YOUR GROUP TO REFLECT ON YOUR IDEAL DIGITAL WORLD. MAKE A MIND MAP ABOUT YOUR IDEAL DIGITAL WORLD AND THEN PRESENT IT TO THE CLASS. USE THE KEYWORDS BELOW TO HELP YOU ANSWER THE QUESTIONS.

1. What do tech companies need to do to ensure that their inventions make the digital world a better place?

Keywords: take responsibility, safety, tackle online risks, design, monitor, accountability, promote character virtues

2. What do governments need to do to make the digital world a better place?

Keywords: take responsibility, safety, tackle online risks, regulate online content, regulate tech companies, make tech companies accountable, promote character virtues

3. What can we as internet users (including young people, parents, educators) do to make the digital world a better place?

Keywords: develop character virtues, cultivate character virtues, compassion, honesty, respect, wisdom, make wise decisions online

Further Resources

We at the Jubilee Centre hope that this resource pack will be helpful to schools and educators who wish to cultivate cyber-wisdom in their pupils as part of their delivery of digital citizenship education. There are plenty of resources that have already been developed by many organisations in the UK with a view to promoting digital citizenship education. We believe that our resources can be used in tandem with any of the pre-existing resources developed by these organisations. Below is a non-exhaustive list of useful organisations and resources:

ASSOCIATION FOR CHARACTER EDUCATION (ACE) is the leading membership organisation in the UK for schools interested in character education. The organisation runs a schools kitemark and offers training programmes for schools to enhance their provision of character education.
<https://character-education.org.uk/>

ASSOCIATION FOR CITIZENSHIP EDUCATION (ACT) supports teachers of citizenship education and offers resources, support and training for schools to help them focus on issues related to digital citizenship education, including digital literacy and online participation.
<https://www.teachingcitizenship.org.uk/>

COMMON SENSE MEDIA is probably the best-known charitable organisation working on digital citizenship education, with a focus on both parents and teachers. They are based in the USA but have branches in many counties, including the UK. They have a whole website for educators and a digital citizenship curriculum that has been developed in partnership with Project Zero at the Harvard Graduate School of Education. The lessons that they provide relate to everyday challenges and digital dilemmas that pupils face today. Many of their lessons adopt a character-based approach.
<https://www.commonsensemedia.org/>

INTERNET MATTERS is a charity that provides a range of resources and advice about how to help pupils learn about different online risks, including, for example, trolling.
<https://www.internetmatters.org/resources/tackling-online-hate-and-trolling/>

THE PSHE ASSOCIATION has lessons and activities that help pupils 'Be Internet Citizens', which link to many of the risks and opportunities that the internet presents.
<https://pshe-association.org.uk/>

THE UK SAFER INTERNET CENTRE is an organisation that provides advice (including a five-step guide) that instructs teachers about how they can help pupils take care of their own online reputations.
<https://www.saferinternet.org.uk/blog/online-reputation-%E2%80%93-taking-care-your-digital-footprint-advice-young-people>

WISE KIDS is a charity that supports educators to develop the character qualities and wisdom required to use the internet safely and for positive purposes. A core focus of the organisation is on digital literacy – helping young people develop skills and knowledge that are crucial to using the internet and digital technologies creatively, critically, innovatively and safely.
<https://wisekids.org.uk/wk/>