

CULTIVATING CYBER-WISDOM

LESSON PLANS FOR YEARS 9 AND 10



The cultivating cyber-wisdom intervention consists of 4 parts which we expect to take around 4 hours to deliver in total. In order to not compromise the trial, please try to deliver the activities as closely as possible as to how they are described in the plans below. We understand that some variety in delivery will be required for students with different educational needs.

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 (L1R1A) to explain what will be covered in the lessons and then explain the lesson objective for this first lesson (L1R1B).

Show the class the full video and then the statistics about cyber-bullying in the power point slides (L1R1C). 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 (L1R1D). Spend some time helping the students to familiarise themselves with the key terms and their definitions. Use the glossary for your reference (L1R2). Use the cards found in L1R2 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 (L1R3). Use the five-minute visual countdown timer in the slides (L1R1E) 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 (L1R1F):

- 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 (L1R4). Students who require additional support can be provided with sentence starters and keywords (L1R5). Use the sentence starters in the power point slides (L1R1G) 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

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

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 (L3R1A) to ask students to respond to the following retrieval question:

- What makes a good moral exemplar?

Explain the learning objective for this lesson (L3R1B). Ask some of the students to give examples of moral dilemmas that they have thought of in relation to their own online experiences (L3R1C). 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 L3R1D 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 (L3R1D). 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 L3R1E 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

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 (L4R1A) to ask students to answer the following retrieval question:

- Why are online dilemmas sometimes hard to solve?

Explain the learning objective for this lesson (L4R1B) 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 (L4R1C) 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 (L4R1D) 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 (L4R1E) 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