

LESSON PLAN

CRITICAL THINKING: HOW LONG?

The videos in this lesson total approximately 65 minutes, and there are extra breakout / discussion sections of around 3 minutes where the students can discuss their lives online and connect with the reality of the training.

OPTION 1: You can simply play the videos - and do shorter breakouts of 2 to 3 minutes when prompted by the presenter on screen. (Total 75 minutes)

OPTION 2: OR you can make this lesson longer by spending more time on the breakouts, perhaps 5 to 7 minutes...(Total 90 minutes for the full lesson)

WHAT'S EXPECTED OF YOU!

- Download the lesson plan (YOU ARE HERE!), and (optional) teacher pack
- Play the videos within this lesson, look at Step 4 on your "Lesson Dashboard"
- Stop for group breakout / discussion sessions (approx. 3 to 5 mins - you decide how long)
- Complete the lesson
- Ask students to answer questions in an informal quiz, or take a written assessment

WHAT WILL MAKE THIS LESSON SUCCESSFUL?

- Preparation: Download the lesson plan, read it, and place it by your PC. It's your map.
- If you have time, watch it beforehand ,so you feel comfortable with the apps or games mentioned.
- Be interested and open: Kids may shock you with how exposed they are. It's fascinating.
- Know that many kids excitedly want to talk about this aspect of their life. It can get noisy.
- Many learners want to share their online stories because they have been scared. You don't need to have an answer, just to listen. If they need an answer, Google will have it, or you can email us on info@mysociallife.com if you have a tough question.
- Watch the room for students who feel uneasy – they may have experienced issues online (like bullying or trolling for example). Check in after class that they are ok.
- Don't press anyone hard to speak publicly – social media and popular culture can be very cruel and some students use their knowledge or their following to assert who is cool, or who knows what. Publicly spotlighting can mean being shamed in front of their class. Or online later.



1. Teacher action >> Play video 1

Topic: What is Critical Thinking?

Key message: It's not easy to be a smart or clear thinker because there's so much information online, some of it plain untrue, and it requires real savvy not to get tricked. Finally, it's important to show the consequences of failing to spot the hacks, fakes, clickbait. It's embarrassing or can create anxiety/fear due to feeling out of control.

SECTION 2: BREAKOUT

In this short discussion between the students, break them into groups of 2, 3 or 4 and give them 3 to 5 minutes to discuss the extent of their life online

Ask them: "OK, guys, so just how connected are you, which devices, apps, games, social platforms do you use? Do you play or chat with strangers? And do you share what happens online with your parents?"

SECTION 3: BREAKOUT

Break students into groups of 2, 3 or 4 and give them 3 to 5 minutes to discuss any unwanted approaches they have experienced.

Ask them: "Have you been approached by someone, or seen something online, that you didn't like or felt wrong inside. How did you work out this person was risky?"

Key message: Let them share their findings! (If you have time) If it doesn't feel right, switch off, take a pause, walk away, don't do it.

SECTION 4: OPTIONAL BREAKOUT

In small groups, using paper or card they can try the ABC exercise shown in section 4 and use an example of something that happened online, where they were "triggered" or reacted to something they saw or read, or when someone bullied them, and then how their response had a consequence.

This is an optional breakout, based upon whether you have time or the age of your students (Grade 7 will be less likely to enjoy this, for example)

2. Teacher action >> Play video 2

Topic: How connected are you?

Key message: The purpose of this section is for learners to actually connect (together) with how connected they are to devices, the internet, apps and games – this is a warm up so they can listen to their classmates and see the many different types of users and levels of access online. However it also tees up the next section in video 3!

3. Teacher action >> Play video 3

Topic: Being connected is amazing. But also can be complicated.

Key message: We start to show some apps and games (things they enjoy or play) which lifts the tone – but then explain because understanding the extent of your access and time online is important to link to the potential for risk. In fact, it's a **responsibility to be online.**

4. Teacher action >> Play video 4

Topic: Introducing Digital Citizenship

Key message: It's at this point we introduce the purpose of the program – which is to be a safe, smart member of the online world – **digital citizenship.** (Explain citizenship!)

We then show that life online can "trigger" you to respond badly, and we show how and why this happens – **The ABC of reacting!**

5. Teacher action >> Play video 5

Topic: Social media is fun. But it can also make us feel bad too. Here's why?

Key message: The purpose of this section is to connect with the fact social media might not make you feel good sometimes. The more you see online, the more you might compare yourself to everyone's snapshot photos, videos, selfies, TikToks etc. This influence / impact can be quite invisible.

6. Teacher action >> Play video 6

Topic: Life online is cool, but there are also bullies, scammers, and strangers too, which can get you into trouble.

Key message: We will need to use our feelings, or take a pause, to check in if what we are doing or saying online feels right. We need to grasp that investigating and ask questions, an listening to our feelings is super helpful.

SECTION 6: BREAKOUT

In this discussion, break students into groups of 2, 3 or 4 and give them 3 to 5 minutes to discuss any unwanted approaches they have experienced.

Ask them: What are the ways you could find out if something was true or false online?

Let them share their findings! (If you have time)

7. Teacher action >> Play video 7

Topic: The importance of asking questions, and considering if this person/content is real.

Key message: The goal is for students to engage with the idea of wanting to see if they can catch fakes, clickbait etc because now they are armed with more knowledge and questions. We need them to see that often we do ask safety questions in our minds in other areas of our lives. So why not online?

SECTION 7: BREAKOUT

In this discussion, break students into groups of 2, 3 or 4 and give them 3 to 5 minutes to discuss any unwanted approaches they have experienced.

Ask them: What, in your opinion, is safe and what is dangerous online?

Let them share their findings! (If you have time)

9. Teacher action >> Play video 8

Topic: Why do we love to share so much? And why do scammers want to trick us?

Key message: The purpose of this section is to accept that we are just human and we love to share. But at the same time there are humans who love to trick people, or want attention. Everyone has a reason for why they are online, and what they want from it? What's theirs?

8. Teacher action >> Play video 9

Topic: A checklist of things to really think about. Maybe even take a photo!

Key message: It's important to ask yourself how risky you are being online, and are you aware that these are YOUR CHOICES. This is a big responsibility. And only when it goes wrong, do you see why these choices are so important.

**DON'T FORGET TO
DOWNLOAD
THE TEST!**



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ENJOY!