

LESSON PLAN

CRITICAL THINKING: HOW LONG?

The videos in this lesson total approximately 60 to 65 minutes, (with a ten minute intro to the overall program which is **optional** if you are short of time). In between sections, there are extra breakout / discussion sections of around 3 to 5 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 to 120 minutes for the full experience)

WHAT'S EXPECTED OF YOU!

- Download the lesson plan < yes, this document! > plus the (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 like, watch it beforehand, so you feel comfortable with the content mentioned.
- Be interested / open and **not judgmental**, that's your enemy in this "subject": Teens may shock you with how exposed they are. See it more as a fascinating expose of a generation.
- However, many teens **may not want to talk** about this aspect of their life publicly.
- **It's ok not to know it all about their apps, trends etc.** Ask them to show you, or explain it. 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@mysocialife.com if you have a tough question.
- **Watch the room** for students who feel uneasy – they may have experienced issues online (like sexting, 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 “1.2.3. INTRO” (3mins)
Topic: What to expect from this program?

Key message: This brief intro has been created to set the scene that MySocialLife works in schools, and that, while students may know a lot about social media or gaming, there are a number of traps that are concealed. And the costs of not seeing them can be high. This intro does not have a breakout, *and you can then immediately start Critical Thinking.*

SECTION 3: BREAKOUT

Break students into groups of 2, 3 or 4 and give them 3 to 5 minutes to chat about where their current level of critical thinking might be in an online context (social media, fake news etc)

Ask them: “Rate yourselves, from 0 to 5, in each of these five skills and create a score of 0 to 25?”

Key message: The actual total at this early stage doesn't really matter! Because they don't know what they don't know (**yet**). In fact, if they rate themselves highly, it's very normal...

SECTION 5: BREAKOUT

Break students into groups of 2, 3 or 4 and give them 3 to 5 minutes to discuss how they could “run some checks” on content or people.

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

Key message: Let them share their findings (if you have time.) The next section will reveal some tools they may not know.

6. Teacher action >> Play video 7
(A long section, break into two we advise at 21 mins 05 seconds to do an optional breakout >)
Topic: Being connected is amazing. But also can be complicated.

Key message: It's difficult for students to see the extent of their exposure because it's all they've known. But how does it make them respond and react emotionally (“triggering”) and to start observing and catching that. If they don't, there can be big price to pay (> UNICEF video).

2. Teacher action >> Play video 4

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. We explain what good critical thinking requires and how important it is in their future, according to The Top Future Skills of 2025. Finally we ask them to check-in with their current level of skill.

4. Teacher action >> Play video 5

Topic: Six questions to ask: Online content

Key message: Interestingly, our mind is always thinking because it naturally seeks to evaluate options. We do this in a number of areas, and yet with media we consume feeds, images and videos more “automatically”. So what questions would be useful to assess the validity of the things we read, hear and watch online?

8. Teacher action >> Play video 6

Topic: Tricksters, fraudsters and creeps

Key message: What is the motivation and what are the steps taken by catfishers and predators? It's about the building of trust, over time (even a long time, like months), because that's when you are happy to share personal information, images, even bank account details!

SECTION 7: OPTIONAL BREAKOUT

In your “Teacher Pack” you will find this video. In small groups, using paper or card they can try the “Real ABC of Consequence” 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.

SECTION 8: 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.

9. Teacher action >> Play video 8

Topic: Snapshot moments

Key message: We are (nearly all) doing it, living our best lives on social media, putting forward our best moments. But they are just that – a moment, often crafted and created to get people to think something about us. That's ok, there's no harm in that, nor any judgment, but you have to see it for what it is. A moment.

10. Teacher action >> Play final video

Topic: Choice!

Key message: Teens are now wholly responsible for the decisions they make, the buttons the price, the comments or images they share, and therefore all the consequences. Teachers or parents cannot save them. We often miss just how important our choices are online – they impact our perspective, our mind health, our reputation.

11. Teacher action >> Download quiz

Topic: Revision!

You can make this a verbal quiz for fun, or a written test? It's really up to you.

DON'T FORGET TO
DOWNLOAD
THE TEST!



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ENJOY!