

This resource accompanies the '**Challenging rigid thinking online in neurodiverse young people**' film.

It provides a lesson plan and supporting resources for educators to explore how rigid thinking can affect the choices that neurodiverse young people make online. The lesson is suitable for most learners **aged 7 onwards**.

Note: This lesson provides some suggested strategies for use with neurodiverse young people. Depending on the needs of your learners, you may wish to adapt the lesson plan or supporting resources, or use a different example to the one provided in the lesson.

Time: 50 minutes

Learning outcomes:

I will be able to...

- Recognise that rigid thinking can affect my decisions online.
- Consider a range of responses to help me think more flexibly.

Resources:

- Appendix 1 - Emotion cards (one set per learner)
- Appendix 2 - App store review (one per pair/small group)
- Appendix 3 - Pathway sheet (one per learner)
- Appendix 4 - Choice cards (one per learner or to display)

Starter (10 mins)

Explain to learners that this lesson is about rigid thinking and how it is important to consider a range of options before acting. The lesson will also explore how things we see online make us feel and how this can affect the choices we make.

Organise learners into pairs and provide each pair with a set of emotion cards from **Appendix 1** (happy, excited, sad, angry, confused, scared, frustrated, worried, lonely, 'a different emotion').

Ask learners to listen to the following scenarios and hold up a card to reflect the emotion it would make them feel in those circumstances. After each scenario, provide brief feedback (e.g. 'I see that this would make lots of you angry', etc.) and invite any learners who used the 'a different emotion' card to explain what they would feel and why.

What does it make you feel when someone...

- ? ...agrees with you online?
- ? ...makes a positive comment about you?
- ? ...makes a negative comment about you?
- ? ...says something bad about your friend?
- ? ...helps you online?
- ? ...says something about you that is untrue?
- ? ...posts/shares something that is against the rules?
- ? ...takes a photo of you without asking?

After discussing the scenarios, ask learners to place their cards in a pile. These cards will be used as part of the main activity.

Activity (30 mins)

Explain to learners that they will be looking at a situation that can happen online and will consider what it makes them feel, what they might do/say as a result and what might happen next. As a group, learners will be guided through different responses to consider which might lead to positive outcomes (for themselves and/or others) and which may lead to more negative outcomes.

Provide each pair of learners with a copy of the app store review example (**Appendix 2**) and the pathway sheet (**Appendix 3**).

Explain to learners that you have printed a screenshot of something online, and then show them the app store example. Depending on group size and organisation, you may wish to print or display a large copy of the example to discuss with the group. To aid learners in processing the information shown in the example, you may also wish to cover up different sections and reveal them one at a time as you discuss what they show.

Ask learners what they think this example depicts and where they might see it online. Explain each section of the example with learners (the top section provides details about the game, the bottom section provides a breakdown of user reviews and then three reviews from users).

Ask learners to imagine that they see this game in their favourite app store and to consider what it would make them feel. Using the emotion cards, learners should select one or more emotions and place the card(s) in the first space on their pathway worksheet.

Ask learners to share their selected emotions and encourage them to provide a brief explanation as to why they might feel that way.

As a group, ask learners **'How much do you want to get this game?'**.

Learners should indicate their preference on a scale of 0-10. This could be done by pointing to a visual scale with marked numbers or by using their hands to indicate their preference – holding their hand out high against their body to indicate a higher number (8-10), midway to indicate 4-7, or low to indicate a lower number (0-3).

Acknowledge learners' responses and explain that they must now decide what they would do or say next.

Show the possible options on the choice cards (**Appendix 4**):

- ➔ Install the game straight away.
- ➔ Look at the 1-star reviews to see why some people don't like it.
- ➔ Look through more reviews to help me decide if I want to install it.
- ➔ Something else.

Ask learners to talk in pairs to discuss which response they would choose and why. They should place a choice card or write their response into the middle space on their pathway worksheet.

When learners have completed this task, ask them to look again at their chosen response and then consider what might happen next. They should record any ideas they have in the final space on their pathway sheet. Encourage learners to record multiple outcomes if they are able to.

For example, for 'Look through a range of reviews to help me decide if I want to install it', a learner might consider some of the following:

- 💬 I believe the high rating reviews so I will install the game.
- 💬 I believe the low rating reviews so I will not install the game.
- 💬 Reading more reviews makes me confused so I will not install the game.

- 💬 I want to decide for myself so I will install the game.
- 💬 I am not sure so I will ask an adult to help me.

Use the responses to guide a discussion around what learners decided to do, and what they think may happen next. Ask learners to explain their thinking and ask them to decide if their pathway leads to a positive outcome, a negative outcome or if they are unsure – for some choices, it may be impossible to discern if the end outcome will be positive/negative; further actions might need to happen first!

As part of the discussion, it is useful to include the following advice:

- ✔ Reviews/ratings are people's opinions – they are not necessarily based on any 'facts'.
- ✔ Looking at a range of viewpoints and reviews (both positive and negative) can help inform your own opinion.
- ✔ Not all reviews are genuine – some users might be paid to give high/low reviews, some online reviews are autogenerated by 'bots' (computer programs).
- ✔ Installing a free game/app is easy to do in order to decide if you like it, but it can be trickier to decide when you have to pay money to buy something online.
- ✔ Discussing what you have read with a trusted adult can help you reach a decision if you are unsure.

Plenary (10 mins)

Based on the discussion, ask learners to think of a 'top tip' or something they have learned on for how to deal with this situation positively. Encourage them to consider strategies that involve actively seeking different viewpoints (such as reading additional reviews/comments or asking someone else for their advice or opinion).

You may wish to capture learners' top tips in different ways - they could be written or drawn, recorded as audio or video, or captured in another format that would make them accessible to learners in the future.



happy



sad



excited



scared



frustrated



worried



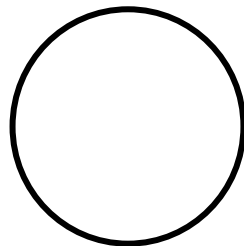
angry



confused



lonely



**a different
emotion**



Epic Robot Runner

Super Epic Games

Contains ads · In-app purchases

Install

Ratings and reviews ⓘ

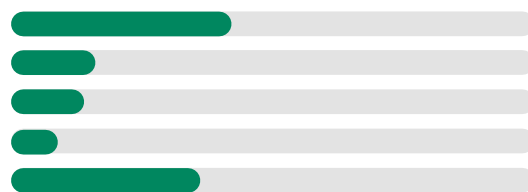


3.2



329,711

5
4
3
2
1



Simon Says



28/02/2022

Everything about this game is perfect - brilliant graphics, catchy music and very addictive. I can't put it down!



Natalie



13/02/2022

Played for 2 months and loving it. Extra levels are expensive but worth it and I love how it uses your location to change the levels!



Mr Roboto

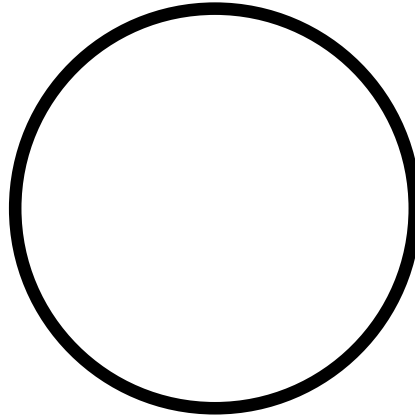


04/02/2022

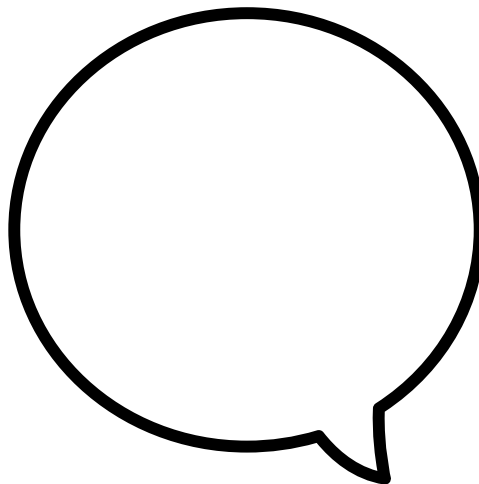
amazing game
play this too

<https://play.google.com/store/apps/details?id=c...>

You feel...



You say/do...



What might happen next



**Install the
game
straight
away**

**Look at the
1-star reviews
to see why
some people
don't like it**

**Look through
more reviews
to help me
decide if I want
to install it**

**Something
else**