cornerstone
life changing VR innovation

Exploration of the Digital World

60-Minute Training Lesson Plan

For students aged 16–19 in schools and colleges

Lesson Overview

Purpose:

To help young people critically explore how digital platforms shape their wellbeing, identity, relationships, and decision-making. The lesson uses VR to immerse students in real-life digital scenarios and encourages reflection on online behaviour, algorithms, gaming, deception, and “doom scrolling”.

Learning Outcomes:

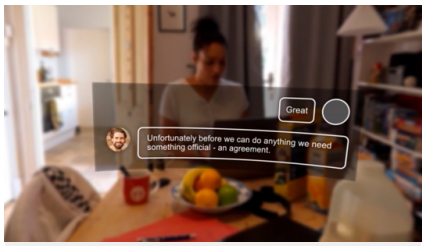
By the end of the lesson, students will be able to:

- Recognise how digital content influences emotions, attention, and behaviour.
- Understand how algorithms shape what they see online — and how to shift them.
- Identify risks such as grooming, deception, and harmful content.
- Reflect on their own digital habits and wellbeing.
- Develop strategies for safer, healthier digital engagement.

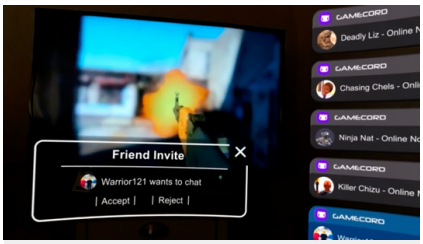
VR Film(s):



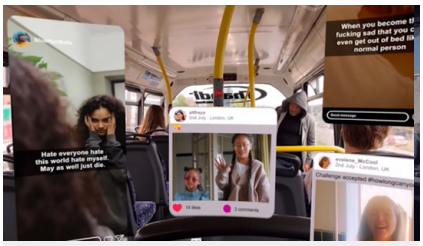
Introduction to the Digital World



Deception or Opportunity?



Gaming



Just Scrolling

Where can I find these films?

In the headsets: Go to the category labelled ‘Between Us’.
On the portal: Go to the 2D films area, click ‘Between Us’.

Preparation (Before the lesson)

- Ensure students know what VR is and what to expect.
- Introduce VR as a "fully immersive experience… puts you into the perspective of a person/child. 360-degree viewing allows you to see things from a different perspective."
- Share emotional and physical health warnings:
  - "Some videos contain distressing content and/or may cause feelings of anger/upset/fear."
- Encourage students to stay seated and remind them they can remove the headset at any time.
- Check for medical conditions that may be affected.
- Ensure evaluation forms or reflection sheets are available.
- Set up the VR headset to the correct starting point.

Session Breakdown

0-5 min | Welcome & Framing

Facilitator introduction:

- Explain that the lesson explores how digital platforms influence emotions, identity, and behaviour.
- Emphasise that the aim is not to judge digital use but to build awareness and agency.

Starter prompt:

- "Describe your digital world in three words."

5–10 min | VR Safety Briefing

Using the document's language:

- "Some videos contain distressing content and/or may cause feelings of anger/upset/fear."
- "Stay seated / freedom to remove headset at any point."
- "Look around to get the full experience."
- Participation is optional.

10–25 min | VR Experience

Students watch selected clips.

Purpose: To immerse students in the emotional and cognitive experience of digital overload, online contact, gaming dynamics, and algorithm-driven content.

25–40 min | Guided Reflection & Discussion

A. Introduction to the Digital World

- "How do you feel about social media?"
- "Did anything stand out for you?"
- "Have you ever received messages like the ones shown?"
- "What does 'digital footprint' mean to you?"
- "How long can you go without your phone?"

B. Gaming

- "Do you feel an impulse to play games? What do you notice in your body?"
- "When is it ever OK to share personal information?"
- "What does 'stranger' mean in gaming spaces?"
- "What functions does gaming serve for you — escape, connection, achievement?"

C. Deception or Opportunity

- "What red flags did you notice?"
- "How would you make an informed decision about meeting someone online?"
- "Who could you talk to if you were concerned about grooming?"

D. Just Scrolling

- "What did you notice happening in the VR experience?"
- "Do you know what 'doom scrolling' is?"
- "Do you find the amount of information overwhelming?"
- "How would you feel if you switched your phone off for a few hours?"

40–55 min | Applying Digital Wellbeing Strategies

Small-group task: Each group receives a scenario involving digital challenges (e.g., online pressure, gaming conflict, algorithmic spirals, unwanted contact, doom scrolling).

Groups discuss:

- What is happening for the young person in the scenario?
- What emotions or pressures might be influencing their choices?
- What strategies could help them regain control or feel safer?
- How can they shift their algorithms from negative to positive?
- What boundaries or habits could support digital wellbeing?

Share-back: Each group offers one practical strategy.

55–60 min | Closing & Follow-Up

- Invite students to complete evaluations or a short reflection.
- Check in with students about how they are feeling following the VR experience and the conversations had.
- Remind them who they can speak to if anything comes up later (tutor, safeguarding lead, wellbeing team).
- Signpost to digital wellbeing resources (e.g., Young Minds, Safer Internet Centre).