

Power-Up Learning Objectives

Based on our framework, each theme includes three learning objectives: basic, intermediate, and advanced. These objectives serve as a guide for the lesson plans and activities designed to support the development of the four key areas and their three themes. Together, they outline the progression of knowledge, skills, and values that students are encouraged to develop.

Our objectives are written as learning outcomes, meaning that after participating in this programme, students will be able to:

| Theme | Level | Learning Objectives |
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| Key Area 1: Cultivating Discernment in the Digital World | | |
| <u>Theme 1: The Power of Questioning</u> | <i>Basic</i> | Recognise the value of curiosity and questioning when engaging with digital content to assess its usefulness and trustworthiness. |
| | <i>Intermediate</i> | Identify strategies to find, question, and analyse the usefulness and trustworthiness of digital information and content. |
| | <i>Advanced</i> | Develop a personal approach for evaluating digital content using a range of questioning and analysis techniques. |
| <u>Theme 2: Navigating Information and Content in the Age of Algorithms</u> | <i>Basic</i> | Understand that access to information and content is not neutral, as search engines, platforms, and AI systems use algorithms to prioritise certain information or content over others based on programmed criteria, bringing both benefits and limitations to consider. |
| | <i>Intermediate</i> | Analyse how algorithmic curation can shape our understanding of the world by reinforcing or challenging our values, beliefs, and assumptions — for example, through filter bubbles, echo chambers, or biased content promotion. |
| | <i>Advanced</i> | Identify and apply personal strategies to navigate the effects of algorithmic curation responsibly. |
| <u>Theme 3: Protecting the Collective Space Keeping it Honest</u> | <i>Basic</i> | <p>Identify implications of the lack of discernment (individually and as a collective) on trust, unity & decision making.</p> <p>Identify the consequences of the lack of an understanding of algorithms and the digital tools we use on trust, unity & decision making.</p> |
| | <i>Intermediate</i> | <p>Reflect on personal and collective capacity in discernment, questioning, and understanding how algorithms work.</p> <p>Distinguish how these implications manifest in their collective spaces.</p> |
| | <i>Advanced</i> | Draw on their knowledge of digital systems and the understanding of value discernment to respond with wisdom in various scenarios. |

| Key Area 2: Strengthening Responsible Engagement with Digital Technology | | |
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| <u>Theme 1: Purposeful and Balanced Use of Digital Technologies</u> | <i>Basic</i> | Recognise the potential benefits and risks of individual technology usage, including how time spent and purpose of use can influence physical, emotional, and mental health |
| | <i>Intermediate</i> | Demonstrate an understanding of the importance of a moderate and purposeful use of DTs for individual wellbeing, and identifies how excessive or unfocused use can affect daily life (e.g., mood, focus, sleep, relationships). |
| | <i>Advanced</i> | Can identify adjustments to achieve a more moderate use of DTs conducive to personal well-being. |
| <u>Theme 2: Considerations for Collective Well-being</u> | <i>Basic</i> | Recognise that our digital presence and behaviours are part of an interconnected social environment, where our actions and behaviours, such as screen use, sharing content, or engaging online, can shape the well-being, understanding, and experiences of others. |
| | <i>Intermediate</i> | Explain why being mindful of others' well-being is essential in both digital and non-digital interactions, recognising that respectful and inclusive behaviour supports a more just and connected environment. |
| | <i>Intermediate</i> | Connect digital choices (e.g., device use in shared spaces, content shared, access needs) with real-life impacts on inclusion, trust, and community well-being. |
| | <i>Advanced</i> | Critically reflect on their own digital habits and develop intentional strategies that honour both personal well-being and the well-being of others. |
| <u>Theme 3: Unlocking the Potentials of the Digital World for Positive Change</u> | <i>Basic</i> | Understand that digital technologies, when used with intention and a hopeful mindset, can create opportunities to raise awareness, build connection, and contribute to positive social change. |
| | <i>Intermediate</i> | Identify and describe ways digital technologies can be used both to promote meaningful change (e.g., raising awareness, mobilising communities) and to enact it directly (e.g., developing tools, sharing solutions, supporting collaboration), using relevant examples. |
| | <i>Advanced</i> | Identify an issue or social action project of personal or community interest and design or improve a digital initiative to address it, integrating research, ethical considerations, and clear purpose. |
| Key Area 3: Building Meaningful Connections - Nurturing Relationships and Communities | | |
| <u>Theme 1: Communicating with Understanding and Care</u> | <i>Basic</i> | Understand the various ways digital technologies are used to communicate with others, and can identify different methods and platforms by considering when, where, how, what, and why we communicate. |
| | <i>Intermediate</i> | Analyse how different digital technologies influence the way communication is constructed, delivered, and interpreted, and consider how these dynamics affect mutual understanding (and the potential for connection or miscommunication) |
| | <i>Advanced</i> | Demonstrate a reflective, intentional, and adaptive approach to digital communication, guided by the virtue of understanding. |
| | <i>Advanced</i> | Evaluate and adapt communication choices—across platforms, formats, and contexts—to foster clarity, trust, and unity in diverse interactions. |

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| <u>Theme 2: Building and Sustaining Meaningful Digital Connections</u> | <i>Basic</i> | Recognise the different types of digital connections they engage in and reflect on how these digital interactions can support or may hinder meaningful connections with others. |
| | <i>Intermediate</i> | Identify the qualities of meaningful connections (e.g., trust, respect, kindness), and how DTs can strengthen or hinder these relationships. |
| | <i>Advanced</i> | Evaluate how effectively they use DTs to sustain and develop meaningful connections. |
| | <i>Advanced</i> | Develop strategies for using DTs purposefully to cultivate meaningful connections. |
| <u>Theme 3: Fostering Trusting Communities in the Digital Age</u> | <i>Basic</i> | Differentiate the various communities they are a part of (including online, hybrid, in-person communities) and identify the key elements of a meaningful community that contribute to their functioning and sense of belonging. |
| | <i>Intermediate</i> | Recognise how our communities and their qualities* are influenced by the presence and use of digital technologies. *quality of interactions / meaningful connections, sense of purpose, sense of unity, feeling of belonging by all members of the community. |
| | <i>Advanced</i> | Assess the key considerations for fostering a meaningful community in the digital age and advocate for their suggestions with clear reasoning. For instance, using appropriate vocabulary, knowledge, and an understanding of the needs of diverse members of the broader community. |
| Key Area 4: Shaping our Digital Presence with Integrity | | |
| <u>Theme 1: Digital Footprint</u> | <i>Basic</i> | Understand what a digital footprint is and its permanence. |
| | <i>Intermediate</i> | Analyse their personal digital footprint, including the intentional and unintentional (what others post about me) actions that contribute to creating it. |
| | <i>Advanced</i> | Evaluate the possible positive or negative implications of their own digital footprint (on safety, for the future, algorithms curating the content we see). |
| <u>Theme 2: Intentional Online Presence</u> | <i>Basic</i> | Identify the online spaces and platforms where they are currently active or present. |
| | <i>Basic</i> | Recognise what their current online presence communicates about them. |
| | <i>Intermediate</i> | Recognise that others are also represented by their online presence and that they can shape it. |
| | <i>Intermediate</i> | Understand how their perceptions of themselves and others are influenced by their online presence. |
| | <i>Advanced</i> | Develop strategies to actively shape and refine my online presence in a purposeful way that fosters meaningful engagement and wise (wisdom) participation. |
| | <i>Advanced</i> | Understand the benefits and risks associated with presenting different identities or forms of presence across digital and in-person contexts, and explore ways to navigate these intentionally. |
| <u>Theme 3: Being a Global Citizen in the Digital Space</u> | <i>Basic</i> | Identify the fundamental values/principles of a good global citizen. |
| | <i>Intermediate</i> | Analyse how our online presences and digital footprints contribute to shaping a global community (shape conversation, influence norms, impact actions & initiatives.) |
| | <i>Advanced</i> | Evaluate/Identify the actions they can take to create an online presence that reflects a proactive/responsible global citizen (taking account of our priorities (time factor, effort...)) |