

LITTLE TIGER CHILDREN'S BOOKS PRESENTS

CONTROL ALTER DELETE

BY K.L. KETTLE

KS4 LESSON PLAN

One-hour standalone lesson • KS4 • Years 10–11 • English / PSHE

A beautiful untrue life, or a broken true one?

A one-hour lesson built around *Control Alter Delete* by K.L. Kettle

SUBJECT	YEAR GROUP	LESSON	DURATION
English / PSHE	KS4 • Years 10–11	1 of 1 • standalone	60 minutes

LEARNING OBJECTIVES

- Analyse how a writer makes a dangerous idea seductive — the methods that make World 2.0 feel like paradise.
- Build and defend a sustained argument on the book's central question, weighing the strongest opposing view and answering it.

RESOURCES

- The opening extract of *Control Alter Delete* (one per pair)
- The "Welcome to World 2.0" pitch card (provided)
- Mini-whiteboards; the KS3/KS4 discussion guide

THE LESSON

Starter · Input · main activity

TEACHING INPUT

Starter 5 min

One question on the board. Silent vote, hands only, no discussion yet:

"A beautiful untrue life, or a broken true one?"

Then point out how many of them hesitated. That hesitation is the whole book.

Input 10 min

Frame the novel as social commentary. Hal lives in **World 2.0**, a digital world where her favourite game, **Altercation**, reshapes itself around her — designed, like the systems we already use, to be almost impossible to leave.

Name the counter-force. In this story hope is not soft or passive. It takes the form of a character, **Go** — Elpis, the hope left in Pandora's jar — who refuses to be controlled and demands care, responsibility and choice. Read the extract aloud.

MAIN ACTIVITY · HOW THE LIE SEDUCES YOU 25 min

Part 1 — analyse. In pairs, students annotate the extract and the "Welcome to World 2.0" copy for the methods that make the world feel perfect and hard to leave: the promises it makes, the language it uses, and what it targets — loneliness, grief, the wish to be someone else. What is the writer doing to the reader, and how?

Part 2 — argue. On their own, students write a developed response to the central question. State a position, support it with evidence and method from the text, then set out the strongest argument against it and answer that argument. This is discursive writing built for GCSE.

DIFFERENTIATION

Same question, three ways in.

Lower

Work from a part-annotated extract. Use a point–evidence–method–effect scaffold and sentence stems, focusing on one method and one clear reason.

Middle

Annotate independently. Write a structured argument that includes a counter-point and a rebuttal, using at least two references to the text.

Higher

Evaluate how well the writer balances seduction and warning. Bring in real context — surveillance, recommendation systems, AI companions — and judge whether the book presents hope as realistic or naive.

EXTENSION, PLENARY & CURRICULUM

Creative routes, close & National Curriculum links

SOMETHING A LITTLE DIFFERENT

Extension or a full creative-critical route:

Anthropomorphise hope. If hope were a person in your life, as Go is in Hal's, what would they demand of you? Write the argument they would make.

Write the pitch, then expose it. Rewrite "Welcome to World 2.0" as persuasive advertising, then annotate your own techniques of manipulation.

The component that holds it up. In the book, components stand for memory, reality, the systems quietly holding everything together. Which single part of your life, if it failed, would collapse the rest? Write about it.

PLENARY 10 MIN

Return to the central question as a continuum across the room. Students commit to a spot, then write one sentence defending it. Link it out to a live debate they already live inside: we all want an on-demand world, but what are we willing to pay for it?

ASSESSMENT QUESTIONS

- Can they identify a method the writer uses, and its effect on the reader?
- Can they sustain a viewpoint with evidence from the text?
- Can they weigh an opposing argument and answer it?

NATIONAL CURRICULUM LINKS

English Language

Writing to present a viewpoint; analysing language and structure; reasoned, evidenced spoken discussion.

English Literature

Themes and writers' methods; relating a text to its social and ethical context.

PSHE / Computing

Digital wellbeing and media literacy; the ethics of data, attention and AI in everyday life.

A note on content. A fast, immersive near-future thriller — *Ready Player One* with real stakes, and less violent than *The Hunger Games*. It deals with grief and a parent's illness, some peril and a major character's death, and online unkindness — handled with care. Well suited to KS4 and sixth form (and fine from KS3 up); a quick skim lets you pick what suits your class.

Bring the author to your school

K.L. Kettle runs sessions and workshops on tech, creativity and hope — the questions behind this lesson.

Book a visit • klkettle.com