

LITTLE TIGER CHILDREN'S BOOKS PRESENTS

CONTROL ALTER DELETE

BY K.L. KETTLE

KS3 LESSON PLAN

One-hour standalone lesson · KS3 (Year 9) & KS4 · English / PSHE

What would you trade for a perfect world?

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

SUBJECT	YEAR GROUP	LESSON	DURATION
English / PSHE	KS3 (Year 9) & KS4	1 of 1 · standalone	60 minutes

LEARNING OBJECTIVES

- Understand how a speculative story takes a real question — what we give up for convenience and connection — and turns it into drama.
- Form a personal view on that trade and back it up with clear reasons.

RESOURCES

- The opening extract of *Control Alter Delete* (one per pair)
- Mini-whiteboards or sticky notes
- The KS3 discussion guide (optional follow-on)

THE LESSON

Starter · Input · main activity

TEACHING INPUT

Starter 5 min

Put one line on the board and ask what kind of person, or company, talks like this:

"Who'd be a CEO when you can be a god?"

Then the offer: an app that makes your whole life feel perfect. Think, pair, share — what would you trade to keep it?

Input 10 min

Introduce the book. Hal lives in **World 2.0** — a digital world where you can be anyone, and her favourite game, **Altercation**, quietly reshapes itself around whoever is playing. It all feels perfect. The story asks what that perfection costs her.

Name the move speculative fiction makes: take something already true — we trade our attention and our data for convenience every day — and turn the dial up until we can see it. Read the opening extract aloud together.

MAIN ACTIVITY · THE TRADE-OFF LEDGER 25 min

In pairs, students draw two columns. On one side, everything World 2.0 **gives** — be anyone, never bored, perfect memories, always connected. On the other, what it quietly **takes** — attention, privacy, honest self-image, real friendships, the kind of boredom that sparks an idea.

Then, on their own, they answer the real question in a short justified paragraph: **would you log in for good?** They pick a side and use at least two points from their ledger to defend it. No neat answer is expected — the disagreement is the point.

DIFFERENTIATION

Same question, three ways in.

Lower

Give a part-filled ledger with three gives and three takes to sort. Sentence stems and a word bank (attention, privacy, identity, convenience) to build one clear reason.

Middle

Build the ledger from scratch. Write a point-evidence-explanation paragraph, and include one point for the other side before landing their own view.

Higher

Find the strongest argument against their view and answer it. Bring in a real parallel — recommendation feeds, AI companions, always-on games — and ask who profits from the trade.

EXTENSION, PLENARY & CURRICULUM

Creative routes, close & National Curriculum links

SOMETHING A LITTLE DIFFERENT

Pick one if a group finishes early, or use it as the whole creative route:

Build a skin. Design who you would be in the Alter, then write one line about what that version of you is hiding.

Write the small print. Draft World 2.0's terms and conditions — the promise in big letters, the real cost buried underneath.

The memory swap. Keep one true memory, or trade it for a perfect false one. Write the moment you decide.

PLENARY 10 MIN

Clear a line across the room, from "a beautiful untrue life" at one wall to "a broken true one" at the other. Students stand where they land. Take three or four out loud, then invite anyone to move if someone changes their mind. Where the room ends up matters less than why.

ASSESSMENT QUESTIONS

- Can they explain what World 2.0 offers, and what it costs?
- Can they state a view and give a reason for it?
- Can they answer a point they disagree with?

NATIONAL CURRICULUM LINKS

English

Reading speculative fiction and drawing inference; writing to present a viewpoint; discussing and justifying ideas in structured talk.

PSHE / RSHE

Life online, digital wellbeing and identity, and thinking critically about what we share, consume and give away.

Computing

The impact of technology on society; data, attention and the ethics of the platforms and AI shaping daily 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. Suitable for KS3 and KS4 (13+); 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