Starting point - Action

During this section of the toolkit young people will explore the actions they can take online if they see something which upsets, worries or confuses them. They will also look at how they can take action and manage their own digital wellbeing and use the internet for good.

Before approaching the teaching point activities, it would be beneficial to explore with young people what is meant by choosing to take action. Below you will find a bank of questions followed by a mini warm-up activity which can be used to facilitate a discussion with young people and ensure they have a baseline understanding of the key language.

All or some of the questions can be selected by an educator to suit the needs and level of understanding of the young people they work with.

1. **What does 'action' mean?**	*The Cambridge Dictionary says* *'Action is the process of doing something. Especially when dealing with a problem or difficulty'.*
2. **Can you think of an example of when you have taken action? Think of a time when there was a problem and you did something about it. What happened? What did you do?**	*For example:* • ***Asking*** *a teacher when you didn't understand something.* • *Feeling hungry so you* ***ate*** *some food.* • ***Sending*** *your friend a message because they were upset.*
3. **What might happen if you don't take action if something is a problem?**	*It might leave you feeling worried, confused or upset. It could stop you from sleeping or leave you feeling worried that something bad might happen.*
4. **What stops you from taking action?**	*You don't feel confident enough, you don't want to, someone tells you not to and/or you're not sure how to.*
5. **What actions can you take if something is a problem online?**	*The teaching point activities explore this in more detail, but answers could include: tell someone, report it, block it, turn the screen over or off, pause the video/music, take a break etc.*

💬 Suggested discussion activities

🏃 *Action Required! Taking action in different situations.*

This activity is designed to get young people thinking about the positive actions they can take in problematic situations.

How to run this activity:

1. Ask the young people to read through the problems and decide what positive action they will take. This could be done:

   • Individually with each young person filling out **Appendix A1.1**

   • In groups working on **Appendix A1.1** together

   • As a class by the educator reading out the problems and asking what action can be taken.

2. Get feedback from the young people, reminding them that the positive action taken often means there is a positive outcome.

Appendix A1.1 – Problem scenarios

What action would you take in these situations?

You've been set some homework, but you aren't sure how to do it…	
Your friend is upset because someone has sent them a mean message online…	
You see someone fall over and it looks like they have really hurt themselves…	
You've lost your phone in school…	
You've missed your stop on the bus…	

Starting point - Digital wellbeing

During this section of the toolkit, young people will explore strategies for managing their digital wellbeing and learn how to make their time online purposeful.

Before approaching the teaching point activities, it would be beneficial to explore with young people what is meant by 'digital wellbeing'. Below you will find a bank of questions and mini activities which can be used to facilitate a discussion with young people and ensure they have a baseline understanding of the key language.

All or some of the questions can be selected by an educator to suit the needs and level of understanding of the young people they work with.

The questions and activities can also be used to revisit the concept of 'digital wellbeing' throughout the teaching point activities if young people would benefit from continued reminders to develop concrete understanding.

1. **What can we do to look after ourselves?**	*This could include eating healthily, exercising, spending time with loved ones etc. Looking after ourselves is often called looking after our* **wellbeing**.
2. **What can we do to look after ourselves online?**	*This could include reporting things which worry us, talking to a trusted adult about the things we see and do, as well as only using apps and games which make us happy and are safe.* *Looking after ourselves online is called looking after our* **digital wellbeing**.
3. **What happens when you have been online for too long? How would you know you have been online for too long or it is time to take a break?**	*It can be different for everyone but some signs might be:* • *Physical signs – sore neck, headache, and tummy pains.* • *Emotional signs – low mood, boredom.* • *Technology signs – battery is low, device is hot, wellbeing notifications.* • *Signs from others – reminders from family/friends, arguments over time spent.*
4. **What could someone do if they are spending too long online/ experiencing any of the signs above?**	• *Take a break from technology – even a short one will make a difference.* • *Build in regular breaks by setting timers or letting an adult support you.* • *Ask an adult what you could do offline to get a balance of online and offline activities.* • *Still enjoy your time online but make sure you are going online for the right reasons (make time online purposeful).*
5. **Can you name some fun online and offline activities?**	

Online:

- *Play your favourite game*
- *Watch a video*
- *Search for information or facts*
- *Video call a friend or family member*
- *Message a friend or family member*
- *Look at the things others have shared on social media*

Offline:

- *Make something creative*
- *Express yourself through music, dance, drawing etc*
- *Listen to music*
- *Spend time with friends or family*
- *Get outside, play a sport.*
- *Read a book or magazine*
- *Take a bath and relax*

💬 Suggested discussion activities

❤️ *How does going online make you feel?*

Make use of the **'How you feel going online'** activity within the introduction section of the toolkit, **'Understanding technology, the internet and recognising early warning signs'**.

Appendix 3 – How you feel going online

Task: Use the colour code to colour in the online experiences to show how they make you feel, eg if receiving negative comments makes you feel worried then colour it **orange**.

Colour code
- 🔴 angry
- 🟡 happy
- 🔵 sad
- 🟠 worried
- 🟢 not affected

Someone writing a joke under your picture

Receiving comments on your pictures within an hour

Receiving negative comments

🧗 *Set wellbeing and digital wellbeing challenges*

As a group come up with challenges which could be completed over a set period of time which will have a positive impact on digital wellbeing. These could form part of a whole school challenge and could include things like:

★ Only using technology for set times in a day.

★ Not using technology at meal times.

★ Going through online followers and removing anyone you don't know.

NB – Technology needed by a young person to assist with communication should not be included as part of these challenges.

🏃 *Spot the signs you need a break*

The following activity allows young people to recognise the signs that they need to take a break from technology.

How to run this activity:

1. Share the cards in **Appendix A1.2** and explain to the young people that these are all things which can tell us that we need to take a break from technology, even just a short break of 20 minutes.

2. Allow time for the young people to select the cards which they recognise as being things they experience.

3. Take a photograph of the young person or get them to draw a picture of themselves.

4. Stick all of their chosen cards around their photograph/picture as a reminder of their signs to take a break. You may wish to use Widgit symbols to represent these signs or ask the young people to draw them.

5. As a next step you could discuss how breaks might vary (e.g. in length or type) depending on the warning sign. You may also need to consider physical needs, e.g. whether a young person can get up and walk around or if they could try some chair exercises.

Appendix A1.2 – Signs that you need a break

Headache	Sore eyes	Device getting hot
Low battery	Being asked to take a break by an adult	Timers going off
Sore thumbs or hands	Getting bored	Running out of new things to look at or do
Suddenly feeling angry	Having arguments about technology with family and friends	Sore neck
Seeing something which you dont like	Wellbeing notifications on device	Other friends online saying they are taking a break

Starting point - Inappropriate content

During this section of the toolkit young people will explore the actions they can take online if they see something which upsets, worries or confuses them. They will also look at how they can manage their wellbeing online and use the internet for good.

Before approaching the teaching point activities, it would be beneficial to explore with young people what is meant by 'inappropriate content'. Below you will find a bank of questions and mini activities which can be used to facilitate a discussion with young people and ensure they have a baseline understanding of the key language.

All or some of the questions can be selected by an educator to suit the needs and level of understanding of the young people they work with.

The questions and activities can also be used to revisit the concept of 'inappropriate content' throughout the teaching point activities if young people would benefit from continued reminders to develop concrete understanding.

1. **What does <u>inappropriate</u> mean? (What does appropriate mean?)**	*Compare the words inappropriate and appropriate using **the first activity** in the suggested activities below.*
2. **Have you heard the word <u>inappropriate</u> before? When? Why?**	*This could be talking about behaviour, tv programmes, music, things online etc.*
3. **If something is <u>inappropriate</u> for your age what does that mean?**	*It means that it is meant for other ages. Most likely someone who is older like an adult or older young person.*
4. **What might happen if you see something <u>inappropriate</u> online? How could it make you feel?**	*It might leave you feeling worried, confused or upset. It could stop you from sleeping or leave you feeling worried that something bad might happen.*
5. **What can you do if you see something <u>inappropriate</u> online?**	*The teaching point activities explore this in more detail, but answers could include tell someone, report it, block it, turn the screen over or off, pause the video/music etc.*

💬 Suggested discussion activities

☁️ *Inappropriate vs appropriate*

The following activity allows young people to define the differences between appropriate and inappropriate.

How to run this activity:

1. Display the word clouds on **Appendix A1.3** or hand out individual copies.

2. Use this as a tool to introduce or revisit language needed for the teaching activities.

3. Alternatively, get the young people to create their own word clouds with the words 'appropriate' and 'inappropriate'.

Wrong
Unsuitable
Not fair   unacceptable   !*@
Inappropriate
Not for under 18s
Incorrect

childnet.com/star

Wrong

Unsuitable

Not fair

unacceptable

!*@

Inappropriate

Not for under 18s

Incorrect

Right

Suitable

Fair

Appropriate

Ok for under 18s

Correct

☁ *Inappropriate vs appropriate continued*

This activity follows on from the previous activity and allows young people to consider what might be appropriate and inappropriate online.

How to run this activity:

1. This can either be completed as a group, in pairs or 1:1 with learning support.

2. Cut out and distribute sets of the cards in **Appendix A1.4**.

3. Ask the young people to sort the cards into 2 columns:

Appropriate things to see or do online	Inappropriate things to see or do online

4. You could also use the same cards and ask the young people to sort and group them in their own way. This would allow you to facilitate a discussion around how the young people feel about different types of online content.

♥ *How does it make you feel?*

The following activity allows young people to consider how seeing something inappropriate online could make them feel.
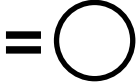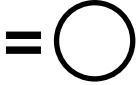
How to run this activity:

1. Explain that different things online can affect people differently. Something which one person might find funny, another might feel scared or upset by.

2. Hand out copies of the activity in **Appendix A1.5** to each young person.

3. Read through each of the examples of online content and ask the young people to colour code them with how they might feel if they saw this online.

4. Discuss and compare how different people feel to reinforce the first point that we can all feel differently about things.

Appendix A1.4 – Online activity cards

Nudity	Picture of a cute baby animal	Information and facts about sports	Rude language/ swearing
Things which encourage dangerous behaviour	Online challenges	Adverts for over 18s	Instructions for baking a cake
A game made for all ages	School website	Unkind comments	Fun messages and jokes between friends
Gambling	Violence and fighting	Scary videos	Supportive comments

Appendix A1.5 – How does going online make you feel?

Colour key (add your own chosen colours and 2 feelings of your own)			
😊 = ◯ **Happy**	😟 = ◯ **Worried**	😄 = ◯ **Funny**	= ◯
😔 = ◯ **Sad**	😠 = ◯ **Angry**	😐 = ◯ **Don't care**	= ◯

Seeing two people arguing in messages	Seeing someone share online that they are feeling sad	Adverts for over 18s	Pictures of baby animals
Games which have violence or fighting	A game made for all ages	Rude language/ swearing	Scary videos
Nudity in games, pictures and videos	Online challenges	Videos of people falling over	Instructions for baking a cake
Information and facts about sports	Unkind comments about how someone looks or who they are	Videos of something sad	Fun messages and jokes between friends