



# Teaching point activities

## Managing your digital wellbeing



***During this teaching point young people will be exploring strategies for managing their digital wellbeing and making their time online purposeful.***

Before approaching the teaching point activities, it may be beneficial to use the starting point discussion questions and activities to ensure young people are clear on what we mean by 'digital wellbeing'.

### What will the young people learn?

- It is good for our health and wellbeing to have a balance between things we do online and offline.
- The different reasons why we choose to go online and how they make us feel.
- What signs to look out for that you have been online for too long and show it's time to take a break.

Below you will find 3 ways of approaching this teaching point with young people who have special educational needs. Each activity has been designed to explore the teaching point learning objectives with young people using different learning styles so that educators can select the most appropriate activity for their students. Alternatively, an educator could choose to run all 3 activities as a small unit of work, providing repetition to the learning in order to reach concrete understanding.



## **Activity 1** *This would suit learners who prefer a more discussion-based activity*



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



**Resources - Appendices A2.1 + A2.2**

This activity will allow young people to discuss the decisions that we all make when deciding an appropriate time to take a break from technology. It will help them to recognise some of the signs to look out for and be aware of when they are overusing technology.

### How to run this activity:

1. Begin by explaining to the young people that whilst it's important to take short breaks away from technology, this isn't always easy to do. We need to look out for signs that we have been on something for too long and this activity will help them to do this.
2. Hand out copies of **Appendix A2.1** and begin by going through it and explaining how a decision tree works. You may wish to work through one or more of the scenarios in **Appendix A2.2** together to demonstrate.
3. Allow time for the young people to work through the remaining scenarios and decide which ones show the need to take a break.
4. You could extend this activity by asking the young people to write their own scenarios or to come up with advice for each scenario in which the person needs to take a break. They could also make suggestions for offline activities to do whilst taking a break.





## Activity 2

*This would suit learners who prefer a more written-based activity*



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



**Resources - Appendices A2.3 + A2.4**

This activity will allow young people to explore how going online in different situations would make them feel. It will also allow them to identify times when they should take a break.

### How to run this activity:

1. Hand out copies of **Appendix A2.3** to the young people.
2. Ask them to share something they like to do online and record this in the first box on the worksheet.
3. Next, ask young people to record in the next boxes how doing this online activity makes them feel and how they would know if they had been doing it for too long. They can then suggest a possible offline break activity to do instead. A support sheet has been provided in **Appendix A2.4** to give young people options to choose from.



## Activity 3

*This would suit learners who prefer a more active and practical-based activity*



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



**Resources - Appendices A2.5 + A2.6**

This activity will explore the concept of 'balance' between online and offline activities with young people.

### How to run this activity:

1. Begin by explaining that it is great to enjoy doing things online but it's really important to have time offline as well. Making sure we enjoy doing things online and offline is called having a healthy 'balance'.
2. Hand out copies of **Appendix A2.5** and ask the young people to note down all the things they enjoy doing online on one side, but to always balance them with the things they enjoy doing offline on the other. Ask them to share their ideas with the group. If the young people require some assistance ideas have been provided which could be cut-out and placed at either side of the scales.
3. Alternatively, if you have access to balancing scales then you could get them to do this physically by placing labelled cubes with activities on each side or items relating to different activities.
4. Experiment with adding more activities to each side to show the scales being unbalanced.
5. Explain to the young people that part of managing your digital wellbeing is also understanding that things online can affect the way we feel. Knowing what action to take when that happens means we can manage our digital wellbeing.
6. Hand out copies of **Appendix A2.6** and ask them to think about all the things they do online; the previous sheet will help them. Ask them to write down on one side of the scale the positive feelings associated with being online and any negative feelings on the opposite side.
7. After the young people have completed the task, ask them to feed back to the group.
8. Explain that this time we don't want the scales to be balanced. It is important that the 'positive' side of the scales is always heavier or has more positive feelings than the 'negative' side.
9. Alternatively, if you have access to balancing scales then you could do this physically by placing labelled cubes with feelings on each side. Experiment with adding more feelings to each side to show the scales being unbalanced.
10. Finish the activity by asking the young people if they can think of any tips they have for managing their digital wellbeing.

Tips could include:

- Spend time online and offline.
- Talk to someone you trust for support and advice.
- Follow people on social media that make you feel positive. Unfollow or block those who don't.
- Look out for the signs that you need to take a break and take breaks often.
- Use device settings such as setting app limits and viewing the amount of time you spend online.



# ion tree



## Appendix A2.2 – Time online scenarios

You're playing your **favourite game** online with some friends. Everyone is having a **great time** but your head has started to hurt. You're in the lead but **your head is really sore**.

You've been watching funny videos online your friends have sent you. However, **your parent/carer keeps calling your name** and saying **it's time for dinner**. You're hungry but there's still another 5 videos you want to watch.

You've been chatting to your friends **in a group chat** but some of them have started **arguing**. It's making you **feel sad** and giving you a **sore tummy**.

You've been on your **favourite game since lunchtime** and **now it's 5 o'clock**. You need the **toilet** but you are **thirsty** as well. However, you just need another 80 points to get to the next level.

## Appendix A2.3 – Time to take a break



I go online to...



This makes me feel...



If I spend too long doing this I might feel...

I could take a break by...



I can manage my digital wellbeing by...



## Appendix A2.4 – Time to take a break



### I go online to...

- |   |   |
|---|---|
| <input type="checkbox"/> Play games                 | <input type="checkbox"/> Go on social media |
| <input type="checkbox"/> Watch videos               | <input type="checkbox"/> Listen to music    |
| <input type="checkbox"/> Find out information       | <input type="checkbox"/>                    |
| <input type="checkbox"/> Chat to friends and family | <input type="checkbox"/>                    |



### This makes me feel...

- |  |   |
|--|---|
| <input type="checkbox"/> Happy             | <input type="checkbox"/> Upset          |
| <input type="checkbox"/> Excited           | <input type="checkbox"/> Worried        |
| <input type="checkbox"/> Entertained       | <input type="checkbox"/> Confused       |
| <input type="checkbox"/> Competitive       | <input type="checkbox"/> Sad            |
| <input type="checkbox"/> Part of something | <input type="checkbox"/> Under pressure |



### If I spend too long doing this I might feel...

- ☐ Bored
- ☐ Tired
- ☐ Annoyed
- ☐ I might get a sore head, eyes or tummy
- ☐
- ☐

### I could take a break by...

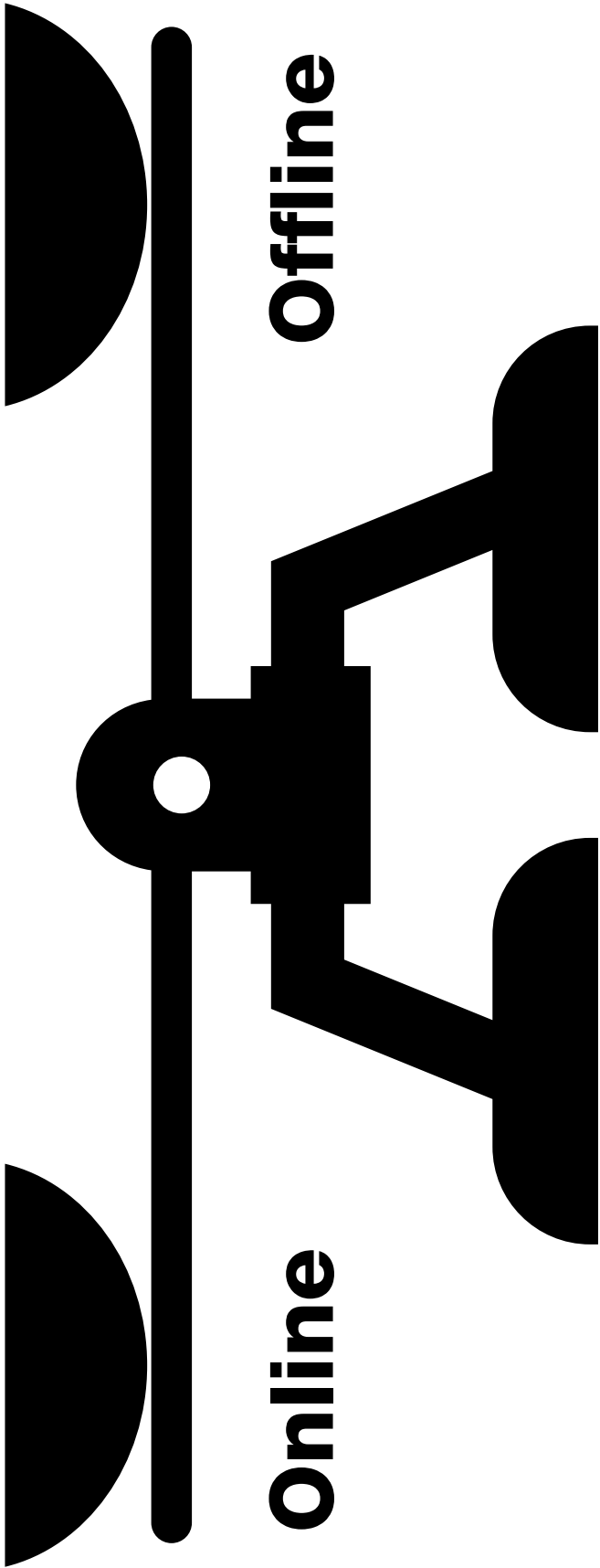
- ☐ Making something creative
- ☐ Expressing myself through music, dance, drawing etc
- ☐ Listening to music
- ☐ Spending time with friends or family
- ☐ Going outside
- ☐ Exercising
- ☐ Reading a book or comic
- ☐



### I can manage my digital wellbeing by...

- ☐ Talking to an adult I trust
- ☐ Spending time online and offline
- ☐ Blocking or unfollowing content which makes me feel negative
- ☐ Using the settings in my device to keep track of how much time I'm spending online
- ☐
- ☐



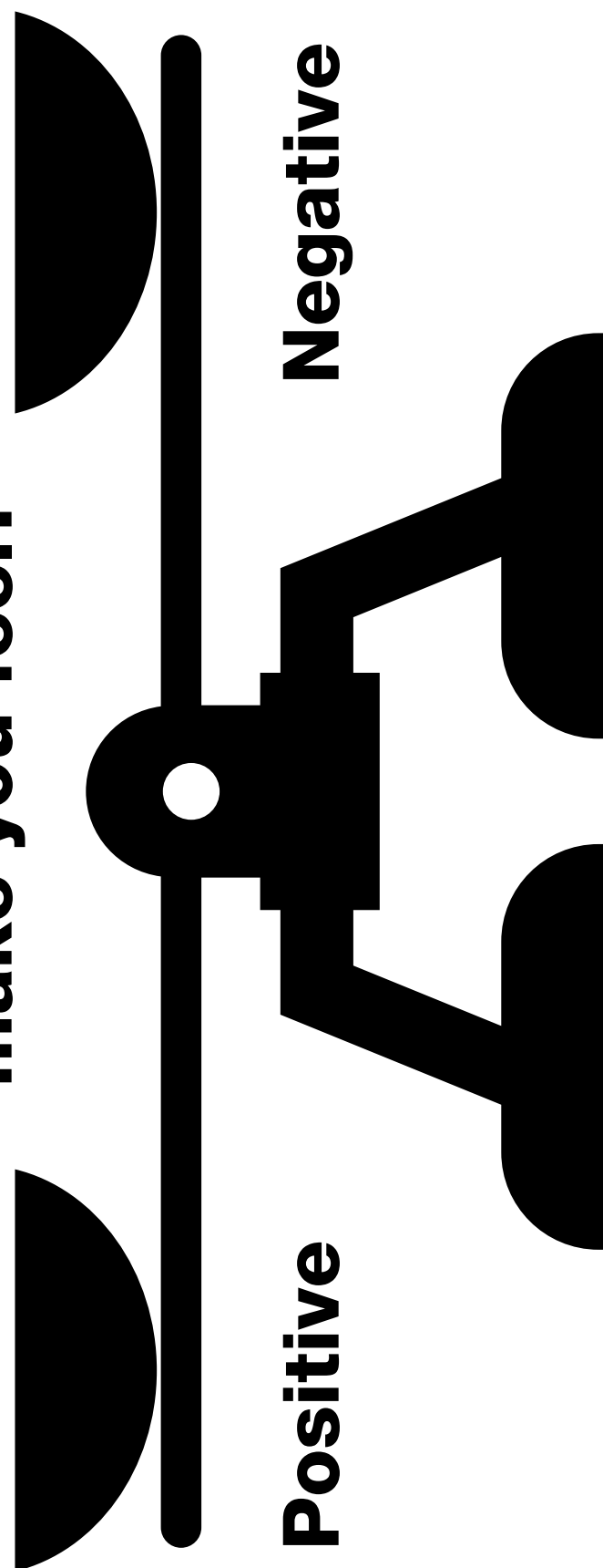


Online		Offline	
Play a game	Watch a video	Make something creative	Listen to music
Search for information	Video call a family member or friend	Read a book or comic	Exercise
Go on social media	Message a friend or family member	Cook or bake	Spend time with friends
Read information and comments	Look at images	Go outside	Help a family member



## Appendix A2.6 – Balancing how being online makes us feel (Page 1 of 2)

**How does  
being online  
make you feel?**



## Appendix A2.6 – Balancing how being online makes us feel (Page 2 of 2)

Positive		Negative	
Happy	Part of something	Worried	Confused
Included	Relaxed	Sad	Judged
Confident	Supported	Under pressure	Upset
I can be myself	Inspired	Lonely	Helpless



# Teaching point activities

## What to do if you see something inappropriate online



**During this teaching point young people will be exploring strategies they can use if they see something inappropriate online which worries, upsets or confuses them.**

Before approaching the teaching point activities, it may be beneficial to use the starting point discussion questions and activities to ensure young people are clear on what we mean by 'actions' and 'inappropriate content'.

### What will the young people learn?

- To tell a trusted adult if they see something online which worries, upsets or confuses them.
- To understand that if they see something online which upsets them it's important to stop engaging with it and tell a trusted adult.
- Not to share any inappropriate content, even that which has upset them, with their friends.

Below you will find 3 ways of approaching this teaching point with young people who have special educational needs. Each activity has been designed to explore the teaching point learning objectives with young people using different learning styles so that educators can select the most appropriate activity per student. Alternatively, an educator could choose to run all 3 activities as a small unit of work, providing repetition to the learning in order to reach concrete understanding.



## Activity 1 *This would suit learners who prefer a more discussion-based activity*



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



**Resources - 'What to do if you see something inappropriate online – your choice' PPT**  
- Appendix A3.1

This activity will encourage young people to think about what they should do if they see inappropriate or upsetting content online. This social story charts the moments a boy called Trey encounters something inappropriate and calls upon the young people to help him decide what he should do next.

### How to run this activity:

1. Begin by displaying the **'What to do if you see something inappropriate online- your choice'** PPT on the screen for young people to see and hand out the choice cards from **Appendix A3.1**.
2. Next, explain to the young people that you will be sharing a story with them about someone called Trey, who needs their help with things that have happened online.
3. Talk through the strategies on their choice cards and explain that these are all good things to do if something happens online which worries, upsets or confuses you.
4. Work through the **PPT** with the young people, pausing where you see 'your choice'. Discuss what has happened and ask them to help by selecting one of their choice cards.
5. You may wish to display these choice cards where the young people use technology at school and send home a copy. You could also get the young people to create some simple posters displaying the choice cards to make sure everyone knows about these strategies.



## Activity 2

*This would suit learners who prefer a more written-based activity*



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



**Resources - Appendices A3.2 + A3.3**

This activity allows young people to storyboard someone's journey in asking for help and dealing with a situation where they have seen something which has worried or upset them online. It provides opportunities for young people to consider what the content might be, and which strategy might be the best way to deal with it.

### How to run this activity:

1. Begin by explaining to young people that if they ever they see something online which worries, upsets or confuses them, then there is always something they can do. Share the following strategies:
  - Turn the screen over.
  - Turn the screen off.
  - Press pause or stop.
  - Tell a trusted adult.
  - Press the report or block button.
2. Hand out copies of **Appendix A3.2** to the young people, either individually or in pairs.
3. Allow time for them to storyboard what has happened and choose one of the strategies to help. Ask them why it is important to take action in this situation.
4. Then ask the young people to share their storyboards with the group and discuss how their chosen strategy helped.
5. The blank storyboard template in **Appendix A3.3** can be used for the young people to create their own strategies.



## Activity 3

*This would suit learners who prefer a more active and practical-based activity*



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.

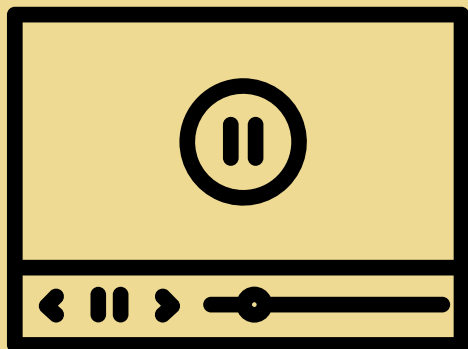


**Resources - Appendices A3.1, A3.4 + A3.5**

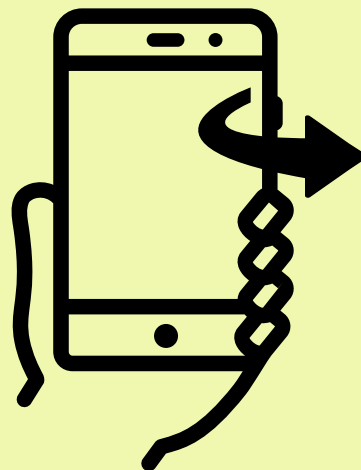
This activity allows young people to practise effective strategies for responding to inappropriate content online which has worried, upset or confused them. There is also an opportunity to build in their own personal coping strategies and support networks.

### How to run this activity:

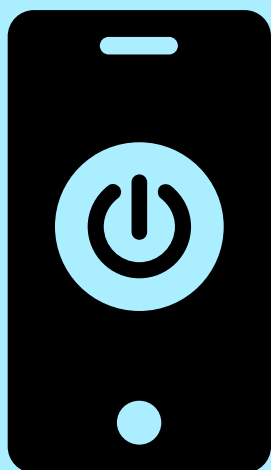
1. Begin by running through the strategies in **Appendix A3.1** with the young people. Explain that these are all things which they can do if they see something online which worries, upsets or confuses them.
2. If needed, you may want to spend some time talking about what might cause them to feel worried, upset or confused online. The **starting point 'Inappropriate Content'** has a bank of questions and activities which can help with this.
3. Hand out copies of **Appendix A3.4** to the young people. They could complete this individually, in pairs or in small groups. A blank version has been provided in **Appendix A3.5** where you can input your own examples or ask the young people to.
4. Allow time for the young people to pick up a tablet card and practise the strategy they would choose to do if they saw this online, e.g. physically turn over the tablet, press the off button, tell an adult.



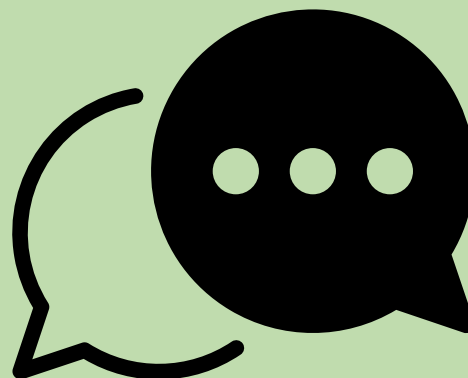
**Pause it**



**Turn the  
screen over**



**Turn it off**



**Tell a  
trusted  
adult**

## Appendix A3.2 – Storyboarding strategies

Leon has been **chatting to his friends in a group chat**.

One of his friends sent a **link to a video** of someone **naked**.

Leon **clicked on the link** but wished he hadn't seen the video and is now **feeling worried**.

### Take action

What should Leon do?

- ☐ Turn the screen over
- ☐ Turn the screen off
- ☐ Press pause or stop
- ☐ Tell a trusted adult
- ☐ Press the report or block button

What might happen after Leon has **taken action**?

Is there anything else he should do?

## Appendix A3.3 – Blank storyboarding strategies

What has happened?

### Take action

What should Leon do?

- ☐ Turn the screen over
- ☐ Turn the screen off
- ☐ Press pause or stop
- ☐ Tell a trusted adult
- ☐ Press the report or block button

What might happen after they **took action**?

Is there anything else they should do?

A photo  
or video  
of people  
**naked**  
online

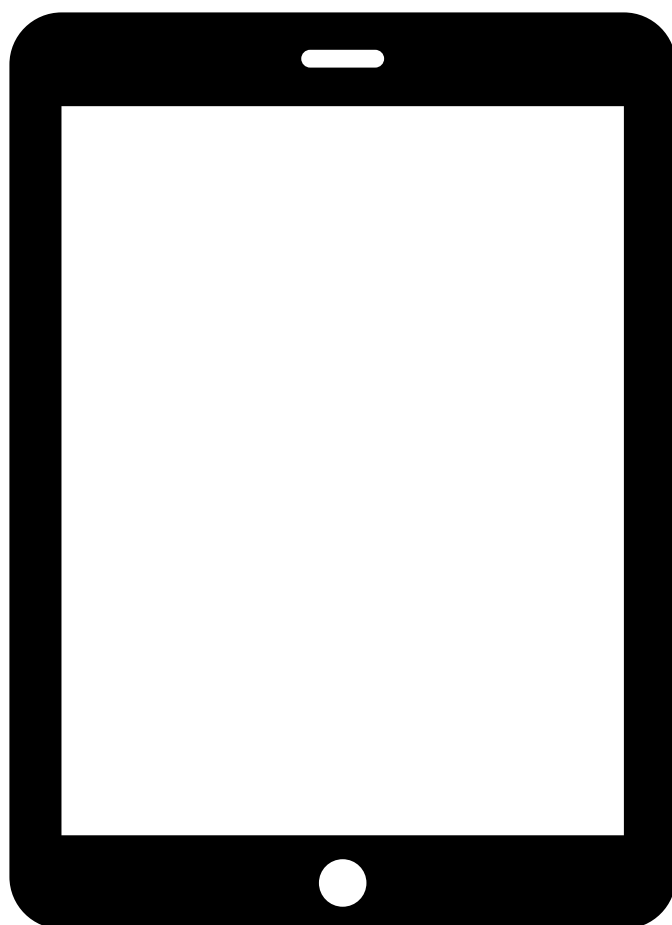
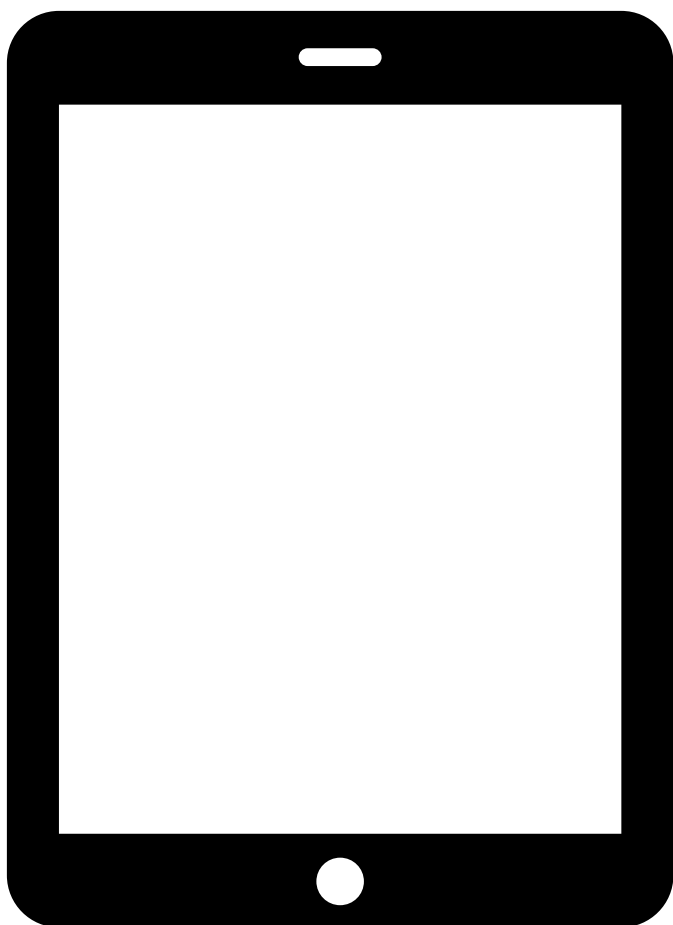
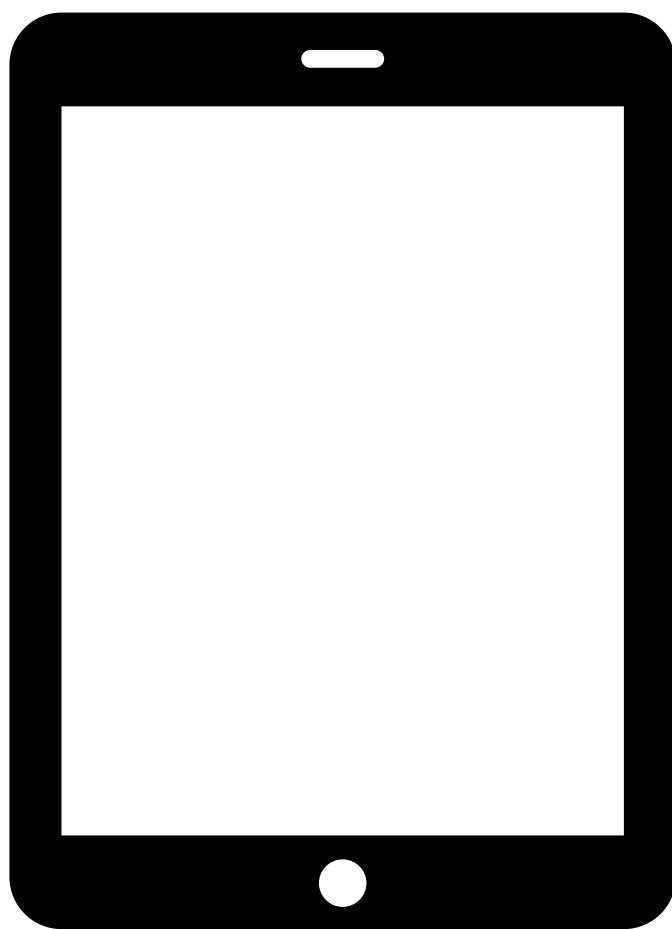
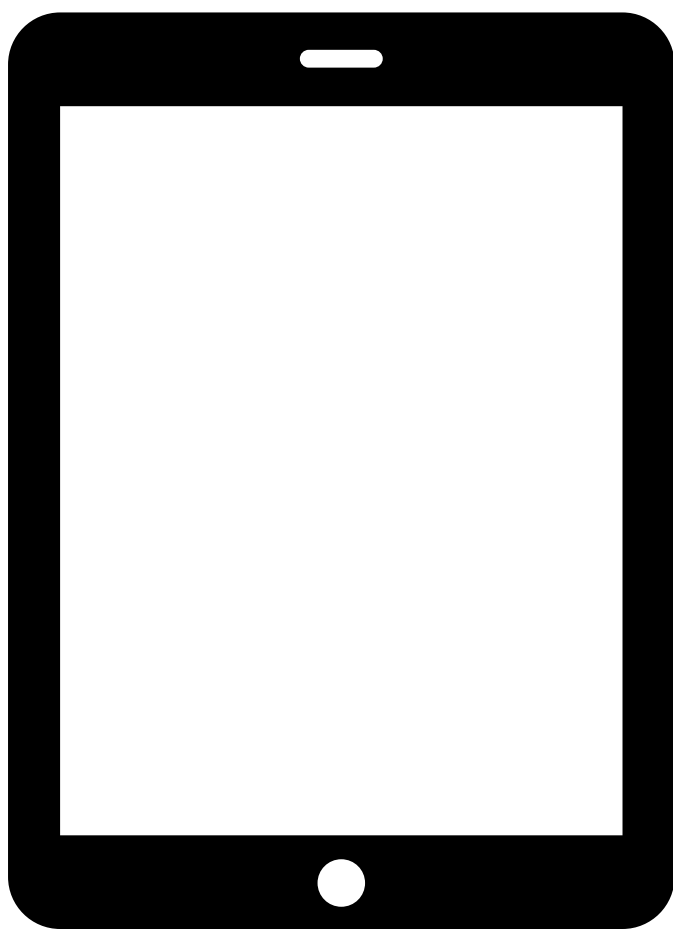
A photo  
or video  
of people  
**fighting**  
online

A photo  
or video of  
**animals**  
**being badly**  
**treated**

A website or  
social media  
post sharing  
**scary real**  
**life stories**



## Appendix A3.5 – Blank tablet cards





# Teaching point activities

## Using technology and the internet for good



***During this teaching point, young people will be exploring the difference between positive and negative uses of technology and the internet. They will explore the impact of using technology and the internet for good. There is also the opportunity for young people to create their own presentation on this topic and present it to other students.***

Before approaching the teaching point activities, it may be beneficial to use the starting point discussion questions to ensure young people are clear on what we mean by 'taking action' online.

### What will the young people learn?

- There are positive and negative ways of using technology and the internet.
- Using technology and the internet positively can make others feel good.
- How to challenge others on positive technology and internet use.

Below you will find 3 ways of approaching this teaching point with young people who have special educational needs. Each activity has been designed to explore the teaching point learning objectives with young people, using different learning styles, so that educators can select the most appropriate activity per student. Alternatively, an educator could choose to run all 3 activities as a small unit of work, providing repetition to the learning in order to reach concrete understanding. Completing all three activities in order is particularly beneficial if you would like the young people to present to an audience on this topic.



## Activity 1 *This would suit learners who prefer a more discussion-based activity*



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



**Resources - 'Positive and Negative Internet Use' PPT**

This activity allows young people to explore and reflect on a range of examples of technology and internet use. They will discuss as a group whether each example is a positive or negative example and their reasons. They will also consider how each example might make people feel.

### How to run this activity:

1. Display the **'Positive and Negative Internet Use' PPT** on the board for young people to see.
2. As a group, click through and begin by exploring what the words "positive" and "negative" mean.
3. Work your way through each of the scenarios and ask the young people to vote on if they think the example is a positive or negative use of the internet and technology. After each scenario allow time to discuss the following:
  - Why have you made that decision?
  - How do you think the people in the scenario are feeling?
4. After discussing the examples, answer these questions as a group:
  - Generally, how did the positive examples make people feel?
  - Generally, how did the negative examples make people feel?
5. On the final slide, challenge the young people to think of one way they could use technology and the internet to make people feel good.



## Activity 2 *This would suit learners who prefer a more written-based activity*



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



**Resources - Appendix A4.1**  
- Colouring pens

This activity allows young people to reflect on how they can use the internet and technology for good and the positive effect this can have on other people. It enables them to challenge others around their school or at home by thinking of a way that others can use the internet for good.

### How to run this activity:

1. Begin by explaining that just like offline, our actions online can be both positive and negative. The **Starting Point 'Action'** has a bank of activities and discussion questions which can help young people understand what is meant by the word 'action'.
2. Ask the young people to think of a time they have heard or seen the internet or technology being used for good and a time it has been used for bad. Get feedback.
3. Ask the young people how using the internet for good might make someone feel. Explain that positive online actions make people feel positive emotions but negative online actions might make people feel bad or worse.
4. Hand out copies of **Appendix A4.1** and explain that they're going to be thinking of a way they can challenge others to use the internet and technology for good.
5. Give the young people time to personalise their sheet using colour and design. They could draw some of their favourite things to do online and decide on their challenge.
6. Invite the group to hold up their sheets and share their challenge with the other young people.
7. You could use the sheets to create a display which the rest of the school can see or if you choose to complete **Activity 3** they could be used in the assembly/class presentation.



## Activity 3 *This would suit learners who prefer a more active and practical-based activity*



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



**Resources - 'Peer-to-peer presentation' PPT**  
- Appendix A4.2

This activity gives young people the tools to present to an audience on the topic of positive internet and technology use and challenges others to use the internet for good. **To get the most out of this task students should have completed either Activity 1 or 2 and will need access to computers, laptops, or tablets.**

### How to run this activity:

1. Revisit the key message of using the internet for good from either **Activity 1 or 2**. Ask the young people to explain what they think using the internet for good means and to give an example of how this can be done.
2. Explain to the young people that they are going to be preparing to share what they have learnt with some other young people. This could be in an assembly or to another class.
3. Open the **'Peer-to-peer Presentation Slides' PPT** and hand out copies of the Peer-to-peer Presentation Script (**Appendix A4.2**).
4. As a group, work through the slides, reading the script together. On Slide 3, you will need to add examples of things the young people enjoy doing online. On Slide 10, you may choose to add further examples of what using the internet for good can be. The names of individual young people can be filled out on the script before doing this activity, or you can decide who will read each line together. Alternatively, you can write your own script to suit your setting or needs.
5. Find some time when the young people can have access to technology and ask each young person to find appropriate images or graphics to complete the slides and make the presentation look creative.
6. Give the young people as much preparation and practice time as they need before arranging a time for them to share the presentation.

## A vertical strip of various icons including a star, a padlock, a Wi-Fi symbol, a smartphone, a magnifying glass, a heart, a hand cursor, a speech bubble, a thumbs up, and a star.



## Appendix A4.2 – Assembly script (Page 1 of 3)

Use the blank spaces to write in who will say that sentence.



**Slide 2**

(Displayed as others enter the room)



**Slide 3**

\_\_\_\_\_: Hello, we are here today to talk to you about using the internet and technology for good.

\_\_\_\_\_: Put your hands up if you like using the internet and technology like phones, laptops and tablets!

\_\_\_\_\_: Thank you. We love using the internet... some of the things we like doing include... \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. Maybe you like these things too!



**Slide 4**

\_\_\_\_\_: The internet is amazing with lots of fun and exciting things to do!

\_\_\_\_\_: Best of all, we can all use the internet and technology for good.

\_\_\_\_\_: Today we are going to show you some examples of how we can use the internet for good.



**Slide 5**

\_\_\_\_\_: One way to use the internet for good is to stay in touch with friends and family.

\_\_\_\_\_: Even if they live a long way away, you can keep them updated with what's happening in your life.

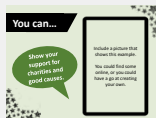


**Slide 6**

\_\_\_\_\_: Another thing you can do is to send nice comments that make people feel good.

\_\_\_\_\_: Making kind comments to friends and family can make them feel happy and loved.

## Appendix A4.2 – Assembly script (Page 2 of 3)



### Slide 7

\_\_\_\_\_ : The internet is also a great place to show support for charities and other good causes.

\_\_\_\_\_ : If you are able, you could donate money or tell people about the work different charities and organisations do!

\_\_\_\_\_ : This can help make the world a better place.



### Slide 8

\_\_\_\_\_ : Lots of people like playing games online. Why not use the internet for good by sharing tips and tricks for the games you play to help other people do better?

\_\_\_\_\_ : If it's a team game, this can help you too!



### Slide 9

\_\_\_\_\_ : Our last example is all about teaching people the things you have learnt online.

\_\_\_\_\_ : You could send them helpful videos you have seen, or share interesting facts that you have learnt.



### Slide 10

\_\_\_\_\_ : Using the internet for good can be easy! You may do some of these things already!

\_\_\_\_\_ : Using the internet for good can be done by everyone.

\_\_\_\_\_ : Using the internet for good can be fun – you can play games, watch videos and stay in touch with friends and family.

\_\_\_\_\_ : Using the internet for good can make other people feel happy!

\_\_\_\_\_ : Using the internet for good can even cheer you up if you are down. Doing good things for other people makes you feel good too.

## Appendix A4.2 – Assembly script (Page 3 of 3)



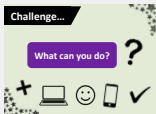
### Slide 11

\_\_\_\_\_: Our top tip for using the internet for good is always to think about how your actions make other people feel.



### Slide 12

\_\_\_\_\_: And remember, if anything online makes you feel worried or upset you should tell an adult straight away.



### Slide 13

\_\_\_\_\_: Now it's time to think... what can you do to use the internet for good?

\_\_\_\_\_: Can you think of one small thing you could do next time you are online?

\_\_\_\_\_: If you would like to share your answer then put your hand up!

\_\_\_\_\_: Thank you for listening! We hope you will remember our tips and try to use the internet for good.

**End of presentation**