Digital wellbeing
Lesson 1

How does being online make you feel?

Thrive Online

Childnet

Before the lesson, ensure your learners understand:

- The difference between online and offline
- Different things the internet can be used for

Key vocabulary:

Digital wellbeing, positive, negative, emotions, feelings, early warning signs

Resources:

- Digital Wellbeing slides
- Printed copies of Appendix 1 and 2 (optional)
- Printed copies of Appendix 3
- Pens
- Highlighters

Lesson Outline:

In this lesson, learners will reflect on the positives and negatives of life online. They will think about how being online makes them feel and identify certain times in their own lives when the internet makes them feel positive and negative.

Lesson Objective:

To understand that being online can affect wellbeing, positively and negatively.

Learning Outcomes:

Learners will know...

- the internet can make us feel different emotions
- what digital wellbeing is
- online activities and behaviours which affect digital wellbeing positively and negatively

> Starter	How does being online make you feel?
> Film and Discussion	Digital Wellbeing – Film 1
> Main Activity	A day online
> Plenary	Digital boost
> Challenge	24-Hour online diary

Digital Wellbeing

Starter:

How does being online make you feel?
(10 minutes)

Start the lesson by displaying **slide 4** and asking learners:

- What are the positives about the internet and the things that happen online which make people feel good and happy?
- What are the negatives about the internet and the things that happen online which might make people feel sad or unhappy?

Possible adaptation: Add ideas to **slide 4** to reflect online experiences you know your leaners are encountering.

Display **slide 5**. Ask learners, has anyone heard of the phrase 'digital wellbeing' before? What does it mean? Click to reveal the definition.

Explain to learners that wellbeing means how we are feeling. Digital wellbeing means how the internet or being online makes us feel, which could be lots of different emotions, some positive and some negative.

Click to reveal what digital wellbeing can be impacted by and read this to learners.

Explain that digital wellbeing affects how we feel offline too. For example, if something has upset someone online it's very likely that they will also be upset when they are not using the internet.

Display **Slide 6**. Read to learners how digital wellbeing can be looked after.

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Digital Wellbeing

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Film and Discussion:

Digital Wellbeing – Film 1
(20 minutes)

(A script for this film can be found at the end of this lesson plan in **Appendix 1**)

1. Play Film 1 up until the pause point.
2. Work through the part one discussion questions below.
3. Play the outcome of Film 1.
4. Work through the part two discussion questions below.

Discussion (part one):

1. What are Leo's favourite things to do online and why?
2. Leo says there is too much information online. Do you agree?
3. Why might too much information online be a problem?
4. What happened to Leo when he clicked on the video he wasn't expecting to see?

Discussion (part two):

1. Why did Leo's teacher ask to talk to him after class?
2. Leo's teacher explained the idea of warning signs to him. Can you think of any other warning signs someone might experience?
3. What advice does Leo's teacher give him? Do you think this is good advice?
4. What could you do to stop looking at something on a device? (E.g., turn it off, exit the page, turn it over, etc.)

Meet the Character

Leo is 15 and can be a bit impulsive. He's a keen gamer and can sometimes get quite frustrated about things.
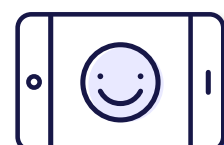
Digital Wellbeing

Main Activity (part one):

Sam's day online
(10 minutes)

Display **slide 8**. Explain to learners that they are going to be taking a closer look at an online day in the life of Sam. Learners need to decide if each online interaction Sam has during the day is affecting Sam's digital wellbeing in a positive or negative way. Learners could do this individually, in small groups, or as a whole class, talking through each online interaction and explaining their decision.

Learners may also like to share more detail on how they think the character is feeling at the different points in the day.

(A printed copy of this activity can be found in **Appendix 2**)

Possible adaptation: Using **Appendix 2**, learners could use highlighters to mark the times something online is affecting Sam's digital wellbeing in a positive or negative way.

Main Activity (part two):

Your day online
(10 minutes)

Ask learners to reflect on their own technology use throughout a normal day.

Using printed copies of **Appendix 3** ask learners to think, write or draw times during the day when they use the internet. Ask them to reflect on how each of these examples makes them feel. Are they things which boost their digital wellbeing or things which have a negative impact?
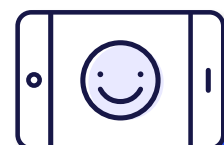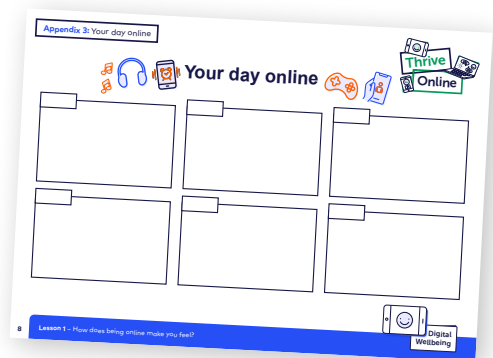
Digital
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Plenary:

Digital boost
(5 minutes)

Invite learners to share with the group something from their sheet/reflection. What are the things online that positively affect their wellbeing and what are the things that negatively affect it?

Display **slide 10**. Ask learners to think about online activities that are good for their wellbeing. Go around the room asking learners to start with saying, "I went online and ...." before sharing their example. When it moves to the next person they need to try and remember what the previous person/s said before adding their own positive activity to the end of the list.

Explain to learners that the internet can be great, and we can all use it to improve our wellbeing and feel happy. Recognising the signs when something is impacting you negatively is important too. Remind learners to always talk to a trusted adult if they're worried, upset or feeling sad about something that's happened online.

Challenge:

Display **slide 11** and encourage learners to:

Pay attention to how technology makes you feel over the next 24-hour period. You could make a note, voice recording or choose an emoji for all the emotions you feel (e.g. happy, sad, angry, tired, excited, supported).

Possible extensions:

- Ask learners which actions they could take alongside talking to a trusted adult if they felt something online was affecting their digital wellbeing negatively.

- Ask learners if they think that things online affect all people in the same way. Why/why not?

- Ask learners how they might know if something online has a positive effect on their wellbeing or if something has a negative effect.

Digital Wellbeing

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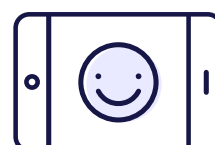
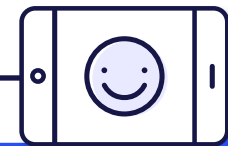**Digital Wellbeing**
Film 1 (Leo)

There are loads of things I like to do online like keeping in touch with friends and family who live far away. Watching funny videos and listening to music always makes me feel happy and when I find a video or song I like I can keep watching it until I know it off by heart. But if I had to pick my favourite thing to do online it would have to be gaming. It makes me feel calm and relaxed, I like playing with new people because I can be myself.

Sometimes I can play for hours and then I might start to get a headache and it reminds me to take a break. The internet can help with homework too. If you're stuck on something, you can always find the answer online. The biggest problem is there's too much information. And there are so many websites to choose from, which can make me feel stressed because I find it hard to know which one to pick and which one to trust. Like the other day. I was searching for something on the way to school and I just clicked on the first video that appeared. It wasn't what I was expecting it to be. I started feeling anxious ...my hands started to sweat, and I could feel my heart beating faster. When I got to school my teacher asked if I was okay. I shouted at her to leave me alone and ran off. I just didn't know what to do.

What happened next...

It took me a few minutes to calm down, but after I got my breath back, I went to class. After the lesson my teacher asked to have a chat with me. She asked me if I was okay and if there was anything worrying me? She said that talking about something that might be worrying or has upset me can be the start of making things better. I told her how upset I was about clicking on to that video and that's why I had reacted the way I did. She explained that our bodies and emotions react to things that happen online just the same way as they do offline and that the things I was feeling were warning signs that something is not good for me. That something might be wrong. She told me that if anything online makes me feel stressed or confused... or gives me a headache or even a stomach ache, the most important things to remember are... stop looking at it and always tell someone and get help straight away.

Digital Wellbeing

Sam's day online

Thrive
Online

7.15am

Sam wakes up with their phone alarm ringing. They snooze their alarm a few times, and then check social media for a while, before getting up.

8.30am

Sam listens to music online on the way to school. It always makes them feel relaxed.

12.30pm

Sam checks their phone at lunch time. Mum has messaged: "I hope you're having a good day." There's also an argument happening in their friendship group chat.

2.00pm

A 'BREAKING NEWS' notification appears on Sam's phone saying that there has been a major earthquake in another country.

4.00pm

Sam gets home from school and starts gaming. They win a few games but lose a few times too.

5.30pm

Sam is just about to start watching some videos when the wifi cuts off.

6.30pm

When the wifi is back, Sam sees they have 5 missed video calls from their friend. They are just about to call them back when they get told it's time for dinner.

7.15pm

Sam calls their friend back. Their friend is annoyed that Sam took so long. Sam explains they were busy and their friend understands. They chat for a while.

8.00pm

Sam watches their favourite series whilst doing their homework.

10.00pm

Sam scrolls online for almost 2 hours in bed. Their eyes begin to hurt, and their battery is low. They switch the light off and go to sleep.

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Your day online

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Online

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