

# Digital wellbeing

## Lesson 3

### Digital resilience



Before the lesson, ensure your learners understand:

- The difference between online and offline
- How being online can affect how someone feels
- What digital wellbeing means
- The positives and negatives of the internet
- Examples of online pressures

#### Key vocabulary:

Digital resilience, pressure, positive, negative, strategies, emotions, feelings, recover, support

#### Resources:

- Digital Wellbeing slides
- Printed copies of Appendix 1 (optional)
- Printed copies of Appendix 2

#### Lesson Outline:

In this lesson, learners will understand what digital resilience means and develop practical strategies they can use to build digital resilience in their own lives.

#### Lesson Objective:

To understand that digital resilience can help improve and maintain digital wellbeing.

#### Learning Outcomes:

Learners will know...

- what digital resilience is
- strategies that build digital resilience
- how positive choices can help them stay in control of life online

> Starter	What does digital resilience mean?
> Film and Discussion	Digital Wellbeing – Film 3
> Main Activity	Digital resilience strategies
> Plenary	Guess the strategy
> Challenge	Digital resilience expert



## Starter:

**What does digital resilience mean?**  
(5 minutes)



Display [slide 29](#). Explain to learners that being online can make us feel (read positive words) but it can also make us feel (read negative words).

Explain that it's important that the scales don't tip over into the negative but if that does start to happen there are things we can do to take care of our digital wellbeing.



Starter

### What is digital resilience?

Knowing how being online makes you feel

Working out what to do next if being online makes you feel negative

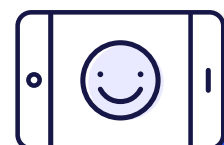
Making choices that will help keep you safe and happy in the future

Not giving up if things are difficult or go wrong online

Display [slide 30](#). Ask learners: Has anyone heard the phrase 'digital resilience' before? What do you think it means? Click through the slide to reveal answers.

Explain that we need digital resilience so that when something happens online that makes us feel sad, worried, confused or under pressure, we can do something about it and bounce back.

**Possible adaptation:** To demonstrate how digital resilience can help with 'online pressure' you could use playdough to mould something that resembles a person. Each time they feel pressure push the dough down slightly resulting in the playdough person being squished. Explain that digital resilience helps deal with pressures and means someone can bounce back, or in this case be rebuilt.



Digital Wellbeing

## Film and Discussion:

### Digital Wellbeing – Film 3 (20 minutes)



(A script for this film can be found at the end of this lesson plan in [Appendix 1](#)).

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



#### Discussion (part one):

1. Why do you think Jade follows some influencers that have the same condition as her?
2. Why do you think Jade feels like everyone always looks better than her online?
3. Jade says people have said unkind things about the way she looks online. How do you think that makes her feel?
4. Do you think it's a good thing that Jade ignores the comments she gets from people?
5. What should Jade do next?



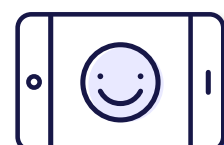
#### Discussion (part two):

1. Dion suggests to Jade to unfollow some accounts. Why does he suggest this?
2. Dion tells Jade to report the mean comments. Do you think it's important to report things online?
3. How do you think Jade feels after talking to Dion?
4. Jade had Dion to talk to about how she felt online. Who could you talk to?

## Meet the Character



**Jade** is 14 and worries a lot. She can be easily swayed. She misses her best friend Sada who is now at a different school.



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## Main Activity:

### Digital resilience strategies (15 minutes)

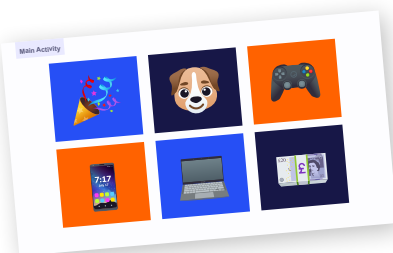
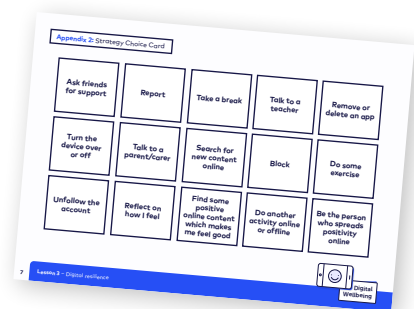


Explain to learners that part of having digital resilience is about making choices to keep themselves safe, happy, and healthy online. There are lots of choices they can make and things they can do which will contribute to having digital resilience.

Display [slide 32](#) and hand out to each learner a copy of [Appendix 2](#). Talk through each action on the sheet, explain and discuss with learners what they mean and if they have done any of them before. Explain that using multiple strategies can help build stronger digital resilience.

The Glossary found in the [Thrive Online Educators Guidance](#) will support you in explaining the strategies.

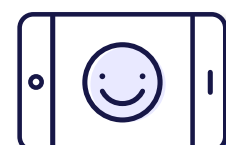
Explain to learners that they will be thinking about how they can show resilience and look after their digital wellbeing.



Display [slide 33](#) and invite a learner to select one of the emojis on the slide. When they click on the emoji, a scenario will appear. Read the scenario and invite learners to pick one or more of the strategies off their card and discuss which they have selected and why. They may have a strategy that is not on the card they would like to share.

### Possible adaptations:

- You could compare an item like lollipop sticks to digital resilience strategies. If you have just one strategy it can easily break, but having multiple strategies you can use means it's much stronger.
- As an alternative to the main activity, you could write online scenarios on Jenga pieces. Every time a piece is pulled out the learners need to discuss what strategies they would use to overcome the situation.



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## Plenary:

### Guess the strategy (5 minutes)



Display [slide 34](#). Ask one learner to pick a strategy from their card, invite the other learners to ask them 'yes' or 'no' questions to guess their strategy. E.g. Do you do this on your own? Is this something you can do on the device? Is it something you can do away from the device?

#### Possible adaptations:

- To stretch learners, you could ask learners to turn their strategy card over, so they have to guess from memory.
- Turn the strategy card into a human bingo. Ask learners to move around the room and ask their peers if they have done one of the strategies before. If they have, cross it out. The first to complete the card wins.



## Challenge:

### Digital resilience expert

Display [slide 35](#) and encourage learners to:

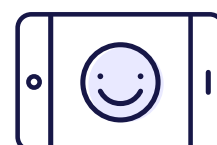
Use some digital resilience strategies this week. You could:

- Practise taking a screenshot on your device
- Find the report button on the services you use
- Find the screen time settings on your device



## Possible extensions:

Learners could create a display or assembly presentation to teach others how they can be digitally resilient.



## Appendix 1: Digital Wellbeing – Film 3 Script



Digital  
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Film 3 (Jade)



I probably spend too much time online, but I love watching the make-up and hairstyle hacks. It's a fun way to pass the time and share things with friends. I don't go out very much, so it's a good way to keep up with things.

I like to watch music videos too and follow a couple of influencers who have the same condition as me. I like to hear what they say and see the things they do. But being online can make me feel anxious and overwhelmed too as it's hard not to compare yourself to other people. Other than the influencers I follow, I don't see many people like me online.

And no matter how hard I try to make myself look nice in the photos I post... everyone always looks better than me. And sometimes people say unkind things about how I look. Which really upsets me. The influencers I follow online get nasty comments too. Quite often about their condition. I don't understand why people want to say mean things online. They seem to be able to ignore the comments and not let it affect them, so even though it makes me sad, I try to be like them and ignore the negative comments I get too.

### What happened next...

Dion messaged me to check I was okay, because he said I looked sad and didn't seem myself. Talking to Dion made me realise that I wasn't okay and some of the things I was looking at online were having a bad effect on me and were making me unhappy. I showed him the things I had been looking at and the comments which people had made. I told him that it felt like everyone looked better than me. Dion explained how most content is edited online, that I shouldn't believe everything I see or read. He suggested I unfollow some accounts which were making me feel down and instead we found things which made me feel good about myself and the way I look. He also said that the mean comments were not okay and that I shouldn't just ignore them. He said that it was important to talk about these things and to report mean comments to the social media companies. Which I now do. I also try and send supportive messages if I see someone being targeted online with hateful comments. Talking to someone really helped.



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## Appendix 2: Strategy Choice Card



<b>Ask friends for support</b>	<b>Report</b>	<b>Take a break</b>	<b>Talk to a teacher</b>	<b>Remove or delete an app</b>
<b>Turn the device over or off</b>	<b>Talk to a parent/carer</b>	<b>Search for new content online</b>	<b>Block</b>	<b>Do some exercise</b>
<b>Unfollow the account</b>	<b>Reflect on how I feel</b>	<b>Find some positive online content which makes me feel good</b>	<b>Do another activity online or offline</b>	<b>Be the person who spreads positivity online</b>

