Digital Wellbeing lesson plan

Helping children develop healthy digital habits

Be Internet Legends.

Welcome

Thank you for ordering the Be Internet Legends Digital Wellbeing resources.
We hope you will find them useful, and that your pupils enjoy learning not only about how their use of technology can make them feel – but also reflecting on what a healthy balance looks like.

We know that Digital Wellbeing is a subject that goes beyond the school gates, so we've developed these resources with that in mind. In your pack, you'll find a teacher guide and a set of lesson plans.

If you haven't already ordered the full Be Internet Legends curriculum, we would recommend you do that next. The resources in this pack can be used on their own, but they work best sitting alongside the whole Be Internet Legends scheme of work. Copies can be ordered at parentzone.org.uk/legendshome

Thank you!

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Lesson plan guide

Introduction

This guide is designed to support you in introducing Digital Wellbeing as a PSHE, PSE or Health and Wellbeing topic.

Helping pupils to manage and enjoy their digital lives is a shared endeavour. Teachers have an important role to play in this, by helping families reflect on their tech and screen use in an open and collaborative way – and encouraging pupils to find the right balance. We recommend that you use the resources in this pack alongside the Be Internet Legends curriculum, which covers the practical skills and behaviours that enable pupils to be safe and confident users of the internet.

For most schools, pupil wellbeing is already a core value, and a whole-school approach is taken. No doubt you already check in with your pupils regularly to see how they're feeling, and to keep an eye on any notable mood or behaviour changes. Digital Wellbeing is an extension of that – in other words, taking concepts and approaches you already use to support overall wellbeing, and applying them to the digital world.

Resource development

While developing the Be Internet Legends curriculum, Google and Parent Zone regularly consulted with other internet safety experts. This ensured the programme addressed all the key elements that teachers and families need to know in order to support children around this topic.

Like the existing scheme of work, these newly-developed resources were created in partnership with noted experts – bringing together representatives from the Department for Education, PSHE Association, The Oxford Internet Institute, among others, and teachers themselves.

Our purpose was not only to understand more about Digital Wellbeing. It was also about making sure the messages within these materials are aligned with children's evolving relationship with technology.

Digital Wellbeing

Like most new or emerging subjects, definitions of Digital Wellbeing tend to vary. At Google, we've worked with a group of experts to look at the best available research and clarify what is meant by the term.

Wellbeing in general is broadly about how well someone is able to anticipate difficulties, understand how they will make them feel, and find ways to deal with it. Therefore, we see Digital Wellbeing as the state of being comfortable and content with how technology fits into someone's everyday life. When using this definition with pupils, it is important to consider that Digital Wellbeing is not a standalone topic, but needs to be considered as an element of a pupil's overall emotional and physical wellbeing.

There is no one-size-fits-all definition though. Ultimately, any assessment of what constitutes 'Digital Wellbeing' is subjective and can't be taught prescriptively in the

Digital Wellbeing (continued)

classroom as a set of rules. Instead, it requires reflection and discussion, both at home and at school. Pupils need to see digital restraint and enjoyment modelled by the adults around them. They need to be supported in understanding how technology can make them feel and why it affects them in the way it does. They also need the resources and techniques to reflect on the impact technology and screen use is having on their lives, and then make the appropriate changes to their behaviour.

Many factors impact on a pupil's Digital Wellbeing – just as many factors impact on wellbeing as a whole. These could include anything from a pupil's personal context and mindset, to their motivation for using tech, and even the time of the day. It's not easy to distinguish whether certain emotions are brought about by the use of tech or whether other factors are involved – such as what's going on within friendships, and at home, or in other circumstances that may affect how a pupil is feeling.

Tech habits and behaviours that might improve one person's wellbeing may well have a detrimental effect on someone else. Likewise, habits and behaviours that seem similar to a casual observer may, in fact, be very different. For example, one pupil might watch videos online to learn new skills or facts which leave them feeling proud and content – whereas another pupil of a similar age could spend the same time watching videos that are distracting or distressing – leading to negative feelings.

The Digital Wellbeing resources in this pack are designed to help your pupils understand how our screen and tech use can affect the way we all feel in both a positive and negative way. Pupils will learn to reflect on the role of technology in their own lives, and how different activities can shape their emotions. Using this knowledge, along with skills and tools to change behaviour, pupils should then be in a better position to form healthy habits that work for them. Where an activity refers to creating 'healthy digital habits', this is not meant to be judgmental. Instead, it refers to how pupils can ensure they are using technology in meaningful, intentional and purposeful ways.

The resources

There are four Digital Wellbeing lessons in this resource. Two have been written for the younger pupils in your school (years 3 and 4: ages 7-9) and two for older pupils (years 5 and 6: ages 9-11). The lessons have been designed to accompany the Be Internet Legends curriculum, and provide opportunities for cross-curricular learning.

When and how you introduce these resources is entirely up to you and may depend on what fits best with your curriculum planning. We find they work particularly well as an extension of the Be Internet Legends scheme of work, linking to the fourth and fifth pillars, Be Internet Kind and Be Internet Brave. The first of these encourages pupils to think about how they can be kind and use the internet in positive ways; the second how they can talk to trusted adults about any issues they come across online, even when these are difficult or embarrassing. But you don't have to approach the Digital Wellbeing work in this way. For example, you may find the materials fit in with other activities you are doing, such as the new RSE curriculum.

Lesson plan guide

You'll see that the lesson plans are structured in such a way that pupils are not asked to disclose their own digital habits. None of the resources place any judgement on digital usage or stipulate what's right for each scenario. Instead, they create opportunities for pupils to reflect on the possible effects of their screen use, by means of distanced learning (using scenarios), so they can make considered choices about their activities and habits.

To allow for pupil progression, the two lessons for each age group cover different aspects of the Digital Wellbeing journey. Lesson one starts with personal awareness of tech use and encourages pupils to reflect on their behaviours and feelings. Lesson two provides pupils with the knowledge and tools they need to create their own healthy digital habits. They can evaluate their tech use and make steps to change their behaviour based on their reflections and understanding.

Every lesson starts with a baseline activity that relates to the plenary, to help you assess pupils' progress. It's important to note that the lessons are not 'pass or fail' experiences. Digital Wellbeing is not something pupils must 'succeed' at, as that would undermine the core principles of wellbeing. Detailed lesson plans are included to help you find the right balance.

Safeguarding

As with all lessons, it is important to take into account pupils' safety. Each lesson plan includes a teacher guide to pupil safety, which we would urge you to read before starting your lesson – especially as this is such a new area.

Keeping Children Safe in Education highlights the need for everyone to promote the safeguarding and welfare of a pupil, defining that as:

- protecting pupils from maltreatment

- preventing impairment of pupil's health or development

- ensuring pupils grow up in circumstances consistent with the provision of safe and effective care

- taking action to enable all pupils to have the best outcomes

Keeping Children Safe In Education doesn't provide any specific guidance on concerns that arise as a result of a pupil's use of technology, although all the principles above are applicable to it.

These Digital Wellbeing resources are not intended to help you address problematic behaviours in certain pupils, although they may support other interventions. Instead, they have been designed to raise awareness and build the confidence and skills to encourage healthy habits. In an area that sparks much debate among schools, parents and society as a whole (whether it's excessive 'sharenting' – the overuse of social media by parents to share content about their children – or online gaming) the resources are here to encourage reflection, while recognising they will touch on topics of concern.

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Safeguarding (continued)

The lesson plans respond sensitively to this concern by:

Using scenarios to distance the learning
Digital Wellbeing requires a degree of self-reflection and understanding of personal tech use. The activities within the lesson plans use scenarios that allow pupils to reflect on different situations, without having to disclose their own personal habits.

Acknowledging differences in tech access
It's likely that not all your pupils have the same level of access to the internet or tech. They may be using different devices to access various apps, games and sites.
The lesson plans are designed to be inclusive, and include reference to offline activities for those pupils with less access to tech. There is also no judgement made as to what amount of tech use is seen as 'good' or desirable.

Safeguarding vulnerable pupils
It's important that pupils understand that you are not expecting them to tell personal stories about what they do online. They should also be aware that if anything is raised that makes them feel worried, scared or confused, they can come and speak to you about it away from the rest of the class. As with any other lesson that relates to personal experiences, you should consider the needs of vulnerable pupils in your class beforehand, and take care to choose activities that are suitable for them.

The lesson plans include activities that are appropriate for most pupils within these age groups, but of course it is important to make your own assessment based on your knowledge of the class. Make sure you signpost pupils – and any adults working with them – to local and national support groups or helplines such as the National Crime Agency's Child Exploitation and Online Protection Command (NCA-CEOP), NSPCC and Childline.

Engaging parents and families

Engaging parents and families is an essential part of the process – and collaboration is key. Be Internet Legends includes a free family guide that supports the whole programme, helping parents and the family with conversations about broader internet safety topics. The resources have been developed to help parents reflect on their part in modelling good behaviour and encouraging their children to develop good habits. Parents will be pleased to have your support, making parental engagement easier than it sometimes can be.

Remember that the messages your pupils take home will have a big impact and could make a real difference to their mental health, self-awareness and feeling of being at ease with their world, and able to control it. Help them think of positive conclusions they can share with their parents, including the useful tips they've learnt and would like to try with their family.

We hope you enjoy using these resources with your pupils, and they prove useful in helping them establish balanced digital habits that work for them.

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Ages 7-9: Lesson 1

Overall aims

This lesson will help pupils become more aware of how our screen use can affect the way we feel – both positively and negatively. Pupils will have the opportunity to reflect on how various activities and our habits play a role in this.

Objectives

Pupils will learn

- About the different feelings they may experience and how these can change.
- How screen use can affect the way we feel, and that it's different for each person.

Outcomes

Pupils can

- Recognise the different feelings they may experience.
- Identify how screen activities and habits can affect people in different ways.
- Identify some activities and habits as having a good, or not so good, impact on the way people feel.

- Assess which activities and habits can make people feel happy and positive.
- Reflect on how this could apply to their own screen use.

Signposting support

Make sure pupils know who they can turn to and what they can do if any of their tech activities and/or habits start to make them feel 'not so good'. You can help pupils understand that it's okay to take a break from their devices; avoid looking at things that make them feel anxious just before bedtime – and not feel as though they have to reply to every message if they feel overwhelmed. You can also refer back to Be Internet Brave: When in Doubt, Discuss in the Be Internet Legends curriculum.

Pupils need to know who they can turn to within your school for pastoral support if they are worried about anything they come across online or through using tech.
Signpost your pupils – and any adults working with them – to local and national support groups or helplines such as the National Crime Agency's Child Exploitation and Online Protection Command (NCA-CEOP), NSPCC and Childline.

Reminder:
Please make sure you read 'The teacher guide to pupil safety' before starting any of the activities in this lesson plan.

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Assessment opportunities

- Assessing pupils' pre-existing knowledge with a linked baseline activity and plenary.
- Class discussion and teacher circulation during activities.

Timing

This plan could be used for a one-hour lesson, and approximate timings are provided so you can select the activities you feel are appropriate to your pupils' needs.

Plenary

Pupils reflecting on activities and progress made since introductory baseline activity.

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How does it make me feel?

Baseline activity (10 mins)

60 second challenge:
In pairs, ask pupils to verbally list in one minute as many different activities they can think of that are related to screen use (e.g. playing games on a tablet).
When the minute is up, ask for volunteers to give some answers to write on the board.

Draw and write:
Working individually, ask pupils to draw a simple picture of someone their age and who goes to a school like theirs. Around the outside of their character, ask pupils to draw or write down all of the different screens this person likes to use at home or school. Next, write or draw the activities this person likes to do on the screen.
Finally, write or draw two things this person can do to ensure their screen use makes them feel good.

This baseline activity will be revisited in the plenary at the end of the session to allow pupils to demonstrate their progress.

Activity

Give pupils some words from the following list of feelings: happy, excited, sad, upset, comfortable, uncomfortable, scared, nervous, worried, calm, silly, confident, joyful, confused, embarrassed, bored, relaxed, pleased.

Ask pupils to think about activities that they do and how they make them feel, using the list of words. Activities could include dancing, swimming, reading, visiting friends and family, shopping, walking the dog, tidying their bedroom etc. Emphasise that there are no right or wrong answers. Next, ask them to think specifically about activities involving screen use and how these make them feel. e.g. gaming, watching videos, quizzes.

Choosing one example, ask pupils:

Can feelings change, if so, what might cause these feelings to change?

Why do you think we have come up with different examples?

Encourage pupils to think about how we are all unique, and that we have different likes, dislikes, and experiences, and how we are all affected by things in different ways. Something that makes one person feel excited and happy may not be the same for another person.

Recognising feelings and how they can change (15 mins)

Activity

Ask pupils to identify how they think the characters in each scenario might be feeling. Elicit responses such as tired, grumpy, distracted etc.

Ask pupils to assess how the character's actions may make them feel. You can use the list of vocabulary from activity one and pupils could draw emojis on mini whiteboards to show their assessment.

Next, choose one of the scenarios and model a continuum line of what could have caused the character's feelings to change. For example, Sally and gaming:

Excited - - - ❯ - - - ❯ - - - ❯ - - - Tired

What could have happened to change Sally's feelings?

(Possible answers: she was winning, then started losing / she is hungry and needs a drink / she is tired / zoned out / she has missed a trip to the park with her sister / she is making mistakes)

Ask pupils to draw a continuum line for the scenario of their choice and show what could have happened, and how the character's feelings may have changed.

Compare scenarios and ask the class to reflect on the different answers. Ask pupils if they think everyone would feel the same. Can they give examples of how someone else might feel different in the same situation. Elicit responses and discuss. Emphasise that we are all unique and things will affect people in different ways.

Prompt 'feelings' adjectives: happy, sad, scared, overwhelmed, angry, nervous, excited, tired, bored, distracted, annoyed.

a. Sally has been playing an online game for three hours, without taking a break. *[Teachers notes: possible answers could include tired, grumpy, zoned-out, happy, accidentally time wasted, lost-track of time – for all answers: ask why]*

b. Sandeep is trying to research something for her project but keeps watching YouTube videos about cats instead. *[Teachers notes: possible answers could include accidentally time wasted, lost-track of time, frustrated, guilty, distracted]*

c. Michael is having a video chat with his Auntie Tina who lives in Australia. *[Teachers notes: possible answers could include happy, excited, emotional, comfortable]*

d. Lola's friend sends her texts in the middle of the night and it keeps waking her up. *[Teachers notes: possible answers could include tired, grumpy, zoned-out, distracted]*

e. Dami is trying to show his older brother a new toy he has been given but his brother doesn't pay attention because he's messaging his friends on his phone. *[Teachers notes: possible answers could include annoyed, angry, frustrated, upset]*

f. Louise uses the internet to learn how to make something really cool! *[Teachers notes: possible answers could include proud, happy, excited]*

Recognising feelings and how they can change (15 mins)

Activity

Differentiation:

To support pupils, using the list of feelings from Activity 1, display the words (happy, excited, sad, etc), or show a list of emojis which evidence them and ask pupils to choose one for each scenario.

As a stretch activity, remind pupils of Dami's scenario and discuss how his brother's behaviour may have impacted Dami's feelings.

Ask them to draw a short threebox cartoon strip showing how his brother could impact Dami's feelings positively instead.

Keeping it positive (15 mins)

Activity

1. Remind pupils of Sally's scenario and recap how she feels. Provide pupils with suggestions of helpful and not so helpful strategies she could use to make herself feel more positive while gaming.
   [Helpful strategy examples: set a time limit; take regular breaks; save the game and come back to it another day. Unhelpful strategy examples: do nothing; play until she wins; ignore grown-ups when they ask her to stop playing].
   Pupils should discuss how well each of the suggestions are in helping Sally, and rank them in order of usefulness. They should also give any suggestions of their own.

2. Next, explore what Sally could do if she were experiencing feelings that worried her. Take pupils' responses and ensure that 'seeking help' is identified. Elicit ideas about who could help Sally with her feelings and what she should do, such as: tell someone who cares about her; ask a friend for help; ask a teacher or adult at school.

Stretch: Using their chosen scenario, pupils should give suggestions for how the character can feel more positive in their given situation. Suggestions should be ranked in terms of usefulness.

Plenary (10 mins)

Ask pupils to think about times when screen use had a positive impact on them. Ask them to reflect on something that has made them feel:

   a. proud they achieved or learned something new
   b. more relaxed and happy
   c. they had fun and enjoyed themselves

Next, ask pupils to think of three examples of who can help them or what they could do, if they're worried about any of the feelings they are experiencing.

Revisit the baseline assessment activity. In a different colour pen or pencil, pupils should add anything new they learned from the session.

Extension

Give each pupil a piece of card to record either their contribution to the lesson, or one thing they learned that they will put into practice. These can then form part of a display wall in the classroom.

Lesson materials

Whiteboard, mini whiteboards, large sheets of paper or card.

For ages 7-9: Lesson 2

(knowledge and tools to modify behaviour)

Overall aims

In this lesson, pupils will learn more about the mental and physical impact certain screen habits can have on us all. They will also explore the different tools we can use to help create our own healthy digital habits.

Objectives

Pupils will learn

- That different activities/habits can affect the way people feel – and sometimes leave us with conflicting feelings.
- How to start forming healthy digital habits.

Outcomes

Pupils can

- Recognise some habits that do, and don't help us.
- Identify how people can have lots of different feelings at the same time.
- Identify strategies for developing healthy digital habits.
- Assess how different activities and habits can affect the way someone feels.

Signposting support

Make sure pupils know who they can turn to and what they can do if any of their tech activities and/or habits start to make them feel 'not so good'. You can help pupils understand that it's okay to take a break from their devices; avoid looking at things that make them feel anxious just before bedtime – and not feel as though they have to reply to every message if they feel overwhelmed. You can also refer back to Be Internet Brave: When in Doubt, Discuss in the Be Internet Legends curriculum.

Pupils need to know who they can turn to within your school for pastoral support if they are worried about anything they come across online or through using tech.
Signpost your pupils – and any adults working with them – to local and national support groups or helplines such as the National Crime Agency's Child Exploitation and Online Protection Command (NCA-CEOP), NSPCC and Childline.

Reminder:
Please make sure you read 'The teacher guide to pupil safety' before starting any of the activities in this lesson plan.

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Assessment opportunities

- Assessing pupils' pre-existing knowledge with a linked baseline activity and plenary.
- Class discussion and teacher circulation during activities.

Timing

This plan could be used for a one-hour lesson, and approximate timings are given so you can choose activities as you feel appropriate to meet the needs of your pupils.

Plenary

Pupils reflecting on activities and progress made since introductory activity.

Recognising healthy habits – What helps and what doesn't (10 mins)

Baseline activity

Graffiti wall: Healthy habits (10 mins)

Teacher note: Where the activity refers to creating 'healthy digital habits', this is not meant to be judgemental. It refers to how pupils can ensure they are using technology in meaningful, intentional and purposeful ways.

Ask pupils to write down everything they know about some healthy habits that a young person might have. Working in groups, pupils record their ideas on large sheets of paper. Next, ask pupils to add any healthy screen habits that a young person might have. Choose some volunteers to share their ideas with the rest of the class.

This baseline activity will be revisited in the plenary at the end of the session to assess pupils' progress.

Activity

Tell pupils that in this lesson they will be looking at how habits and 'screen habits' can affect the way that someone feels. Begin by telling them about 'Dan'.
Dan is about their age, and loves street dancing. He wants to get better at it so that he can join a local street dance crew who have an audition for a television talent show.

What healthy habits can pupils suggest that will help Dan get better at street dancing? List and classify responses as 'helpful habits" and 'unhelpful habits'.

Some examples are:

Unhealthy – staying up really late to practise; dancing all night with no break; not seeing friends/family because he is practising too much etc.

Healthy – regular practise; dancing with friends; watching videos online to get inspiration, etc.

Explain that Dan is having mixed feelings: he wants to practise all the time, but also wants to go and play with his friends. What advice would the pupils give him?

Explain that Dan's scenario also applies to our screen habits and how we use the internet. Can they think of any examples of screen use that would benefit from healthy habits? (e.g. gaming)

Raj's digital diary (20 mins)

Activity

Ask pupils to look through the activity diary template that shows 8-year-old Raj's screen use over one week. Next to each activity they can see how long Raj spent doing it, and an emoji to express how it made him feel.

In pairs, ask pupils to look at Raj's chart and answer the following questions:

1. Which activities made Raj feel good? Which ones made him feel not so good? What did Raj spend the most time doing? Did he enjoy it?

2. Did he have conflicting feelings about what he was doing?

3. Is there anything you think he would like to spend more time – and less time – doing?

4. Which activity gave him the chance to connect with someone he doesn't get to see often?

5. What do you notice about the activities he did at the time he usually does his homework?

6. Which activity do you think made him feel proud?

7. Has Raj got any healthy digital habits?

Feedback answers and discuss as a class.

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Raj's diary

MONDAY

8.30am messaging friends *excited emoji

3pm-3.30pm watching cat videos

5pm-5.30pm research for Egyptian homework project

7pm-9pm video games

11pm messaging friends

TUESDAY

5pm-9pm video games *worried emoji

10pm-10.30pm online maths homework *tired emoji and *stressed emoji

WEDNESDAY

5pm research for Egyptian homework project *proud/happy emoji

6.30pm-7pm Skype call with Auntie in Italy *thumbs up and happy face

7pm-8pm video games *thumbs up and high five

10pm-11pm messaging friends *excited emoji and tired emoji

THURSDAY

5pm making Powerpoint slides for homework project *tired emoji

8pm-8.30pm video games *happy emoji

FRIDAY

7pm-10pm messaging friends *excited 10pm-1am video games *tired

SATURDAY

10am Skype call with Auntie in Italy *happy *laughing *excited

SUNDAY

2pm-4pm homework research *thumbs up

Creating healthy habits (10 mins)

Activity

Explain to pupils that this activity is about creating healthy habits and doing what's right for them. We're all different, and what we do on screens will affect us in different ways. Something that makes a friend feel good may not be the same for someone else.

Discuss: Think back to activity 2 and Raj's digital diary. As a class, talk about some 'healthy habits' we could all try to help us feel better when using screens.

Examples:

"Raj's healthy screen habits could be..."

To always talk to someone if he needs help or support, or if he is feeling unsure or upset about something he sees online or when using tech.

Keeping his phone/tablet out of the bedroom at night so he gets enough rest. Switching off message notifications at certain times to avoid waking up or having disturbed sleep.

Setting a timer before playing video games to see how long he spends playing, and when it's time for a break. (Emphasise how video games are designed to make you want to keep on playing and that it's really easy to lose track of time.)

Recognising when we might sometimes have conflicting feelings, and try to make the best choice.

Putting his phone or tablet in another room when trying to do homework – turning notifications off to avoid distractions. (They can ask an adult to help them do this.) Discuss: what does it mean to be distracted? Can anyone give an example of something that can easily distract them?

Suggesting to friends and family that we don't have devices out while we're eating, so we have a chance to catch up and talk.

Stretch activity:
Ask pupils to identify some things that might make it difficult for Raj to create healthy habits. Can they think of any solutions to these difficulties?

What can we do if we're worried about how our screen use is making us feel?

[Teacher's notes: help pupils understand it's okay to take a break from (or turn off) their devices; avoid looking at things that make them feel anxious just before bedtime – and not feel as though they have to reply to every message if they feel overwhelmed. Refer back to Be Internet Brave: When in Doubt, Discuss. Pupils need to know they can talk to you or another trusted adult if anything is worrying them. Remind pupils of the last lesson, where they thought of some helpful strategies Sally could use. How can Raj help himself, and who else could help him?]

Ask pupils to rewrite Raj's diary showing healthy habits. For example, doing homework first or limiting his time online. Ask pupils to identify the benefits that being online has for Raj.

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Lesson 2: Activity 3

**Plenary
"Taking action"
(10 min)**

Ask pupils to come up with three action targets they would suggest to Raj based on their answers in activity 2, and the class discussion in activity 3. How can they help Raj make sure his screen use is helping him feel happy and positive, and that he's making the right choices for him?

1.

2.

3.

Revisit the baseline assessment. In a different colour pen or pencil, annotate the graffiti walls with any new learnings from the session, including any new healthy screen habits.

Extension

You could ask pupils to create a poster with their top tips on creating healthy digital habits.

Lesson materials

Large sheets of paper, photocopies of the diary, whiteboard.

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For ages 9-11: Lesson 1

Overall aims

In this lesson, pupils will learn what 'Digital Wellbeing' means, and how our screen use can affect this – in both positive and negative ways. Pupils will have the opportunity to reflect on how technology plays a role in our Digital Wellbeing.

Objectives

Pupils will learn

- What is meant by our own Digital Wellbeing, and how certain activities can have both a positive and negative impact on it.

- How screen use could make people feel both physically and mentally, and that these feelings will differ for each person.

Outcomes

Pupils can

- **Explain** and recognise what Digital Wellbeing means to them.

- **Identify** how screen activities and habits can affect people in different ways – with both a positive and negative impact on our Digital Wellbeing.

- **Reflect** on how this might apply to our own screen use.

Signposting support

Make sure pupils know who they can turn to and what they can do if any of their tech activities and/or habits start to make them feel 'not so good'. You can help pupils understand that it's okay to take a break from their devices; avoid looking at things that make them feel anxious just before bedtime – and not feel as though they have to reply to every message if they feel overwhelmed. You can also refer back to Be Internet Brave: When in Doubt, Discuss in the Be Internet Legends curriculum.

Pupils need to know who they can turn to within your school for pastoral support if they are worried about anything they come across online or through using tech.
Signpost your pupils – and any adults working with them – to local and national support groups or helplines such as the National Crime Agency's Child Exploitation and Online Protection Command (NCA-CEOP), NSPCC and Childline.

Assessment opportunities

- Assessing pupils' pre-existing knowledge.
- Class discussion and teacher circulation during activities.

Timing

This plan could be used for a one-hour lesson with approximate timings given to allow you to select activities as you feel appropriate to meet the needs of your pupils.

Plenary

Pupils reflecting on activities and progress made since introductory activity.

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What is 'Digital Wellbeing'? (10 mins)

**Baseline activity:
The Big Question
(5 mins)**

Display the following question on the board:

What does 'Digital Wellbeing' mean to you?

Ask pupils to write down anything they know about Digital Wellbeing, and what they'd like to find out about it, or any questions that they have.

This baseline activity will be revisited in the plenary at the end of the session to assess pupils' progress.

Activity

Based on the responses to the baseline activity, discuss the words 'digital' and 'wellbeing' and address any misconceptions. Explain that looking after your wellbeing means doing things that make you feel 'comfortable, happy and healthy' – and that this can relate to your body (physical wellbeing), and mind (mental wellbeing).

Ask pupils who or what has an influence on someone's wellbeing. Answers might include, family, friends, media, school and personal choices. Ask pupils to discuss whether someone can feel 'comfortable, happy and healthy' all of the time?
Take responses and draw out that everyone's feelings can change – sometimes we feel happy and other times not so happy, but wellbeing is how we feel when we feel good.

Ask pupils to write their own definition of wellbeing, so they can refer to it throughout the lesson. Now extend this to 'Digital Wellbeing'. Explain and write up the definition. 'Digital Wellbeing is about feeling comfortable and happy with how technology fits into our lives.'

[Teacher note: See teacher guide for guidance and information on the definition of Digital Wellbeing.]

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Tech talk (10 mins)

Activity

Think, Pair, Share:
Ask pupils to spend a few minutes thinking about activities that someone around their age might like doing – and some that involve screens or going online. Pupils to discuss in pairs and then share with the rest of the class. Make a note of their answers on the whiteboard. Emphasise that we all do many different things that involve tech and screens.

Class discussion:
Read the below scenarios out loud in class. Discuss how these scenarios might make these people feel. Ask pupils to give their own opinion. Ask if other pupils have an alternative answer – making it clear there is no single correct answer. Ask pupils to think about how these feelings relate to what we know about 'Digital Wellbeing'.
Do the scenarios seem to be having a positive effect on 'Digital Wellbeing? If so, how?

[Possible answers include: proud, happy, close to her friend, in touch, impressed, sense of achievement, relief]

Scenario one:
Jenny does a video chat with her best friend who moved to another city. They tell each other jokes and laugh a lot.

Scenario two:
Asha loves to learn new skills. She uses online instruction videos to teach herself computer coding.

Scenario three:
Luke gets his best score yet on his favourite computer game.

Differentiation:
To support pupils, you may choose to write a list of the possible answers on the board for them to choose from. As a stretch activity, ask pupils to come up with one more scenario of their own that could have a positive effect on a person's Digital Wellbeing – and to give a reason why.

Be Internet Legends.

'How does it make them feel?' (20 mins)

Activity

Ask pupils to write down how they think these situations would make these people feel. Make it clear that there isn't one correct answer. Ask them to think about how it may affect their Digital Wellbeing. Emphasise that some situations may involve a mixture of positive and negative consequences, as well as involving conflicting feelings. Ask pupils to list any positive and negatives to highlight that conflicting emotions/feelings are okay to have.

a. Maria opens her phone and sees there are 400 messages in a group chat. *[Teacher's notes: possible answers could include – overwhelmed, FOMO (fear of missing out), distracted, anxious, excited – for all answers ask why]*

b. Sebastian has been staying up late playing an online game on a school night. *[Teacher's notes: possible answers could include – tired, distracted, anxious, sleepy, irritable, happy to reach a high score, proud]*

c. Rachel scrolls through photos of friends having fun at a party she couldn't go to. *[Teacher's notes: possible answers could include – upset, left out, lonely, anxious, annoyed, angry, frustrated]*

d. Kathy is at a cafe with friends and they're all on their phones. *[Teacher's notes: possible answers could include – annoyed, angry, frustrated, irritable]*

e. Tim's friend texts him in the middle of the night with some gossip. *[Teacher's notes: possible answers could include – excited, distracted, annoyed]*

f. Ahmed finds a great music video from a new band he's never heard of before. *[Teacher's notes: possible answers could include – inspired, excited, motivated]*

g. Monica is doing research online for a school project but keeps watching cat videos. *[Teacher's notes: possible answers could include – guilty, distracted, lost track of time, annoyed, frustrated, bored]*

h. Fiona is crossing the road to catch the school bus while reading through a funny message thread with her friend on her phone. *[Teacher's notes: possible answers could include – distracted, scared, lost track of where you were, happy, amused]*

i. Charlie reads a piece of very distressing news about something that happened in the UK. *[Teacher's notes: possible answers could include – upset, worried, anxious, annoyed, frustrated, sad]*

j. Isabella is learning how to make something cool for her science project from researching videos on the internet. *[Teacher's notes: possible answers could include – proud, inspired, motivated, excited, pleased]*

k. Freddie's close friend moves away to another city. He has a video chat with him to stay in touch. *[Teacher's notes: possible answers could include – excited, happy, comfortable, relieved, sad/emotional]*

Reflect as a class how pupils may have chosen different emotions for each scenario – sometimes a mixture of positive and negative. Emphasise that we are all unique – no one person is the same and things will affect us in different ways and conflicting emotions are okay to have.

Assign half of the class Monica's scenario (g); and half the class Charlie's scenario (i) and ask pupils to give Monica or Charlie some advice on what they could do to look after their Digital Wellbeing. As a whole class, discuss the suggestions and their usefulness.

Plenary (10 mins)

Now, thinking about what we mean by Digital Wellbeing and, referring to the scenarios, ask pupils to reflect on an example of an activity they did using a screen that made them feel:

- proud that they've achieved something or learned something new

- that they had fun and enjoyed themselves

- more relaxed and happy

Next, think about two things that they can do to support their own Digital Wellbeing.

Revisit the baseline assessment and ask pupils What do you now know about Digital Wellbeing? Did they find out answers to any questions that they had? If not, how might they answer these questions/find the answers. Add any new learning from the session.

Extension

In small groups, ask pupils to create a graffiti wall with the comments/opinions and facts they learned from the lesson – writing these on a large sheet of paper. Alternatively, each pupil could be given a piece of card to write down their contribution, which can then form part of a display wall in the classroom.

Lesson materials

Whiteboard, paper, scenarios.

For ages 9-11: Lesson 2

(knowledge and tools to modify behaviour)

Overall aims

In this lesson, pupils will learn about the tools and knowledge that can be used to help enhance our Digital Wellbeing by creating our own healthy digital habits and making choices that work for us.

Objectives

Pupils will learn

- How certain activities may help enhance a person's Digital Wellbeing, and others may not have a positive effect.

- How we can use our knowledge and tools to make personal choices to create healthy digital habits.

Outcomes

Pupils can

- **Explore** which tech habits help to enhance a person's wellbeing.

- **Recognise** strategies for managing Digital Wellbeing.

- **Identify** sources of support when it comes to managing Digital Wellbeing.

Signposting support

Make sure pupils know who they can turn to and what they can do if any of their tech activities and/or habits start to make them feel 'not so good'. You can help pupils understand that it's okay to take a break from their devices; avoid looking at things that make them feel anxious just before bedtime – and not feel as though they have to reply to every message if they feel overwhelmed. You can also refer back to Be Internet Brave: When in Doubt, Discuss in the Be Internet Legends curriculum.

Pupils need to know who they can turn to within your school for pastoral support if they are worried about anything they have come across online or through using tech. Signpost your pupils – and any adults working with them – to local and national support groups or helplines such as the National Crime Agency's Child Exploitation and Online Protection Command (NCA-CEOP), NSPCC and Childline.

Assessment opportunities

- Assessing pupils' pre-existing knowledge.

- Class discussion and teacher circulation during activities.

Timing

This plan could be used for a one-hour lesson with approximate timings given to allow you to select activities as you feel appropriate to meet the needs of your pupils.

Plenary

Pupils reflecting on activities and progress made since introductory activity.

On screen / off screen (10 mins)

Baseline activity: (10 mins)

Ask: how confident do you feel in managing your screen habits in order to improve your Digital Wellbeing?

Ask pupils to draw a scale from 0 to 10 – where 0 means 'not confident at all', and 10 means 'very confident'. Ask pupils to mark on their scale how confident they feel in being able to improve their Digital Wellbeing.

Ask pupils to close their eyes and put up their hand when you call out where they have rated themselves, 0-3, 4-7, 8-10.

Ask pupils to discuss in groups what Digital Wellbeing means, and to write some definitions on sticky notes.

Invite someone from each group to bring up their sticky note ideas and place them on a display board.

Summarise and share what pupils have written.

This baseline activity will be revisited in the plenary at the end of the session to assess pupils' progress.

Activity

Ask pupils to draw two spider diagrams on a large sheet of paper. The title for one is screen activities e.g. playing computer games, instructional videos etc. – and the title for the other is off screen activities e.g. football training, reading books etc. Get pupils to label their diagrams with as many activities as they can think of.

Next, thinking about wellbeing, identify some good things and some not so good things about each activity, and give examples of how these might affect a person's wellbeing.

Share some answers.

Be Internet Legends.

Comparing digital diaries (15 mins)

Activity

Ask pupils to look at the two charts that track screen usage for two characters: 10 year-olds Freddie and Sophia, over one week.

Pupils to answer the following questions about the charts:

1. During the week, which activities made Freddie feel positive and happy? And how about Sophia?

2. Which activity do you think Sophia might have regretted spending so much time on? Was there anything you think Freddie might want to spend more time doing?

3. Did any of the activities make them feel more connected to others? (friends and family)

4. Did any of the activities get in the way of them connecting or spending time with others?

5. Did any of the activities positively or negatively impact their school work? (any distractions?)

6. Did any of the activities give them energy or make them feel tired?

Freddie's diary

MONDAY

10pm-11pm homework research *tired emoji

TUESDAY

6pm-7.30pm video call with cousin in America *smiley emoji

WEDNESDAY

6pm-7pm watching videos online about car racing * 3 x thumbs up emojis

THURSDAY

5pm-6pm homework research *thumbs up

FRIDAY

6pm-8pm video call with cousin in America *heart emoji *laughing emoji

SATURDAY

3pm-4pm watching videos online about car racing * heart emoji

SUNDAY

10am-12pm video games with friends *smiley emoji * excited emoji
8pm-9pm homework research * proud emoji

Sophia's diary

MONDAY

8.30am-9am messaging friends *high five emoji

TUESDAY

6pm-10pm video games *tired emoji

WEDNESDAY

10pm-12pm watching funny videos online *tired emoji

THURSDAY

5pm-8pm watching video clips online *shocked face emoji *thumbs down emoji *bored face

FRIDAY

8pm-9pm video call with a friend who moved abroad * heart emoji *laughing emoji

SATURDAY

10am-11.30am video games *heart emoji * smiley face emoji

SUNDAY

7am-9am messaging friends in a group * tired emoji *eye roll emoji

Creating healthy digital habits (15 mins)

Activity

Refer back to the definitions of wellbeing and Digital Wellbeing from lesson one. Does anyone remember the three key words? (happy, healthy and comfortable).

Explain that the following activity is about creating healthy habits so we can improve our Digital Wellbeing. Emphasise that we're all different and that what we do on screens will affect us in different ways. Something that makes a friend feel good may not be the same for us, and sometimes we may have conflicting emotions – both positive and negative – about the same activity. This is perfectly normal.

[Teacher note: Where an activity refers to creating 'healthy digital habits', this is not meant to be judgmental. Instead, it refers to how pupils can ensure they are using technology in meaningful, intentional and purposeful ways.]

Ask them to think about Freddie and Sophia's digital diaries. Ask pupils to write a 'digital check up' with questions that Freddie and Sophia could ask themselves to keep a check on their 'Digital Wellbeing'.

Example 'digital check up':

Is this making me feel good? If not, how is it making me feel?

Does it feel like I'm wasting my time?

Am I getting something good out of it?

Am I feeling tired or bored?

Is it making me feel jealous? Sad? Angry? Scared? Is it negatively impacting my mood?

Am I learning something new?

Am I connecting with a friend or a family member?

Am I being creative?

Am I helping others?

Is it getting in the way of something important I need to do? (e.g. schoolwork, face-to-face socialising)

What can we do if we're worried about the way our screen use is making us feel?

Support: You may decide to write up various examples of what pupils can do, and ask them to rate these in order of usefulness. Ask: who or what can help us? Ensure that seeking help is included in pupils' responses. Support with examples such as: tell someone who cares about us; ask a friend for help; ask a teacher or adult at school – along with signposting websites and helplines.

[Teacher note: Understanding it's important to talk to someone if you're worried that something is making you feel not so good. Pupils should also become familiar with some tools and settings that can help reduce distractions or the amount of time they spend online – such as switching off notifications for messages. Refer back to the Be

Be Internet Legends.

Activity

Internet Brave pillar: When in Doubt, Discuss. Make sure pupils know they can talk to you or another trusted adult if there is anything that worries them.]

How can we make sure what we do on screens is making us feel good?

[Teacher note: Helping pupils to think about how they feel after spending time doing a certain activity. e.g. connecting online with a long-distance friend or relative may make them feel really happy, comfortable and pleased. Whereas spending hours scrolling through images on social media instead of getting some work done may make them feel guilty, bored, annoyed and perhaps even jealous of the lives other people' appear to be living according to their social media.]

What can we do when other peoples screen use and online actions affect us?

Discuss strategies that can be used, such as leaving groups, deleting comments, not replying, and talking to someone who cares about them.

Plenary "My advice to me" (10 mins)

Ask pupils to reflect on what they have learned in the lesson, and to write down three pieces of advice they will remember and use to help them improve their own Digital Wellbeing.

Revisit the scale they filled in at the beginning of the lesson in the baseline activity. Where would they rate their confidence level now?

Extension

You could ask pupils to create a poster with their top tips on how to create healthy digital habits.

Lesson materials

Large sheets of paper, photocopies of the diary.