

DIGITAL WELLBEING\_

**KEEP CALM**

**AND**

**STAY IN**

**CONTROL**

**LESSON PLAN &  
POWERPOINT PRESENTATION\_**

YOUNG PEOPLE  
AGED 11+ (SECONDARY/ HIGH SCHOOL)



FROM THE DIANA AWARD

# INTRO

Technology plays a big part in most people's lives these days, but how do you make sure it's meaningful and that you can enjoy the positives that technology has to offer whilst remaining in control? This is called Digital Wellbeing and it's all about forming a healthy relationship with technology.

This module contains everything you need to deliver sessions to your peers which will allow them to reflect on their screen time and how they can become more aware of their own online usage. They'll also learn about the different tools they can use to help them develop and maintain healthy tech habits.

## MODULE LEARNING OBJECTIVES

- Students will explore the concept of digital wellbeing and how to manage screen time.
- Students will explore the impact that using technology has on their lives.
- Students will explore how to start conversations with their parents/guardians about screen time.

## PREPARATION

### THINGS YOU NEED TO DO AS A TEAM TO GET READY BEFORE YOU RUN YOUR SESSION

1. There is a starter activity to run as a group – you will then need to decide which of the 10-minute activities you're going to run – there are three to choose from, either:
  - A) Day in the life of a device or
  - B) Distraction Game or
  - C) Design a Platform
2. As a group, discuss what you would like to feature on your Group Agreement slide in the provided PowerPoint presentation.
  - A Group Agreement is a set of suggested guidelines for how you would like your session to run. We're sure you'd agree that you wouldn't want people shouting out answers and that you would like to encourage students to ask questions. By sharing these at the beginning of your session and asking students to agree to them, this will make for a smoother and more enjoyable session for all involved.
  - We've provided some suggestions but do feel free to change these – you know your school environment and peers better than we do!
  - You will need to edit the relevant Group Agreement slide beforehand.
3. Add in the learning objectives from the 10-minute activity you have chosen to the Learning Objectives PowerPoint slide
4. Check if you need to prepare any resources for the specific 10-minute activity you have chosen.
5. Ensure that you have a staff member present in the room with you. They will be able to try to answer any questions you or your peers have.
6. Practice, practice, practice! Set aside time before delivering your session with everyone who is going to deliver the session so you can make sure that you know who is doing what and saying what. By giving yourself time to do this, you're making sure that your session will go smoothly and that you will enjoy it too!
7. Time it! The whole session (Intro, Question Opener, 'Would You Rather?', Statistics and the 10-Minute Activity) should last 30 minutes. This could be delivered during form time. If you need to make it slightly shorter, you could deliver just the 10-minute activity of your choice with a short introduction.

# TWO MINUTES TO SET THE SCENE\_

1. Introduce yourselves as your school's Anti-Bullying Ambassadors and explain that today you'll be running a short session which will look at how your peers can reflect on their screen time and how they can be in control of their online experience.
2. Before beginning the activity, show the **Group Agreement slide**. 
3. Show the **Learning Objectives slide**. 

# QUESTION OPENER\_

## THREE MINUTE DISCUSSION

### ASK STUDENTS TO USE A NOTEPAD/PEN TO WRITE THEIR IDEAS

1. Say "Imagine your house was on fire. You have a minute to choose three objects to save. (Living things are automatically saved). What would you choose?"
2. Students have 10 seconds to write their answers on their pieces of paper
3. Say "Who had an electronic device on their list?"
4. Ask "What was it? Why would you take it?"

# FIVE MINUTE GAME

## WOULD YOU RATHER\_

SHOW SLIDE 

- **Say** "As a group, we're going to play a game of 'Would you rather....?'"
- Explain that you will read out a 'Would you rather...' statement indicating which side of the room students should move depending on their choice.
- Students must stand up and decide which side of the room they would rather move to.
- Once students have moved, ask 2 or 3 people per side to explain why they are on that side and to explain their reasoning to the room.
- We've provided 8 statements for you to choose from - **pick 3-4 depending on how chatty your peers are!**

### "WOULD YOU RATHER" STATEMENTS

- Be able to see what messages you're being sent but not be able to answer them for a whole month OR you can still receive messages but your teacher replies to your messages for a week?
- Go a month without watching anything online OR you can only watch 5 minutes per week for a year?
- Give up using all social media platforms for 1 month OR use them as much as you like but you have to add your parents to all your accounts?
- Lose your phone for a month OR you still get to use your phone but the alarm goes off every minute for 3 months?
- Lose all WIFI access in your house for a month OR you have to wear a tinfoil hat to get the WIFI working?
- Eat the same food for the rest of your life OR never use Snapchat ever again?
- Would you rather be able to scroll on Instagram but get poked in the eye every minute OR scroll uninterrupted but your fingers get bigger the longer you scroll for?
- Not be able to take selfies ever again OR be photobombed every time you do by your Headteacher?

## SAY TO THE GROUP\_

So, you'll have noticed that the 'Would You Rather' statements were all focused on technology use and getting you to think about:

1. How important staying connect is for you
2. How much you use your devices
3. And what you use your devices for

This is exactly what this mini session is all about: thinking about what we spend our time online doing, reflecting on how meaningful some of this time is and providing you with top tips to manage your screen time.

### ASK

Has anyone ever heard of Digital Wellbeing?

Get a few responses from the room.

### SAY

Digital Wellbeing involves having an awareness of how being online can make us feel and looking after ourselves and others when online.

We all know that we can do things to take care of our physical wellbeing such as eating well and exercising regularly and we can do things to take care of our mental wellbeing such as connecting with like-minded people and talking about how you feel.

But did you know that you can take steps to ensure that you maintain positive digital wellbeing?

### ASK

Ask the room to 'pair and share' – this means turning to the person next to you and discussing the question with them. Give the room 1 minute in pairs to ask each other:

- How do you spend time online/on your device?
- How does it make you feel?
- Is there anything you'd like to change?

**After 1 minute**, get the attention of the room and ask for a few people to share their thoughts.

## SHARE AND SHOW SLIDE\_

Facts about young people and their technology use in the UK:

88% of young people said screen time had a negative impact on their sleep and 33% said that screen time had a negative impact on their mood/mental health.

Two-thirds of 12-15 year olds have sent positive messages, comments or posts to friends who are having a hard time.

2019 saw an increase in the proportion of 12-15 year olds who use social media to support causes and organisations by sharing or commenting on posts (18% in 2019 vs. 12% in 2018).

Did you know that, on average, young people aged 11-24 in one day spend: 2.5 hours on a laptop/computer, 3 hours on their phone and 2 hours watching TV?

# CHOOSE ACTIVITIES

We know that everyone will use their devices in different ways and will spend different amounts of time online. The following activities explore how much you use your device and ways that you can manage this, stay in control and ensure that you maintain positive digital wellbeing.

## NOW IT'S TIME FOR THE 10 MINUTE ACTIVITY

Select one of the three activities below (or you may want to run all three if you have a longer session)

**A: DAY IN THE LIFE OF A DEVICE \_**

**B: DISTRACTION GAME\_**

**C: DESIGN A PLATFORM\_**

# A: DAY IN THE LIFE OF A DEVICE\_

## SUMMARY\_

In this exercise, you will look at all the different times during the day when you use technology and colour in a battery image to illustrate this

## LEARNING OBJECTIVE\_

Students will explore how much time they spend on connected devices during a typical day

## PREPARATION\_

- Print out an **Activity A Work Sheet** for each person
- Hand out **Activity A Work Sheet** and a felt tip pen per person on arrival
- Whiteboard & marker

## SAY

So, for us to think about our screen time, it's important to reflect on when we're using our devices and how often we use connected devices.

**Explain** that you will be reading out activities that they might do in a typical day. If students normally or regularly use their phone/tablet/favoured device during those activities, they should colour in one section of the battery on the sheet. (If anyone fills up their battery, give them a new sheet.)

## START THE ACTIVITY\_

Read out the following activities and ask students to colour in a section of their battery if they often use their phone/device:

- As soon as you wake up
- On the toilet
- In the shower
- When you are on the bus/train/travelling to school
- When walking
- When crossing the street
- When talking to friends
- During class (be honest! Even if your school has a phone ban!)
- During break time
- When doing sports
- When doing homework
- When eating dinner
- When watching TV
- When talking to family
- One hour before going to bed
- In bed
- If you wake up during the night

## ASK

When finished, **ask** "how full are your batteries?"

**REFLECTION QUESTIONS\_****ASK**

- What would you say it means if your battery is completely full?
- Do you think there could be any downsides to using your device at any of these times?

**Ask students to either:**

- Put their hand flat if they think the amount of time they spend on their devices is about right
- Put their thumbs down if they think that they spend too much time on their devices

**ASK**

If you thought you might be using your devices a bit too much and want to moderate your use, what could you do?

Ask the room and write ideas on a whiteboard.

**ASK**

If you asked your parents/carers to do the same activity, how full would their battery be? What are some agreements you could put in place at home to support one another to use devices meaningfully?

Encourage your peers to speak with their family members at home about what they have learned during today's session.

**End with the 'PLENARY' section at the end of this module** (page 13)

**ACTIVITY A: WORK SHEET**

**DAY IN THE LIFE OF A DEVICE\_**

A large yellow rounded rectangle with a teal top tab and a dark blue bottom bar, containing 12 horizontal white lines for writing.

# B: DISTRACTION GAME\_

## SUMMARY\_

In this activity, students attempt to complete a task whilst being distracted by 'notifications', acted out by other students.

## LEARNING OBJECTIVE\_

You will discuss whether phones and devices can distract you from tasks which require concentration.

## PREPARATION

You will need:

- Post-It notes (~ 3 per student)
- Set up a desk with two chairs at the front of the room, facing class.
- Print off 2 Activity B Word Search Work Sheets.
- Watch/timer on your phone.

**Set up the Distraction Game:** Pass the Post-It notes around. Ask for two volunteers who would like to complete a word search challenge. Ask them to sit at the front.

**Explain:** the rest of the class are going to play the role of a smartphone/device

### SAY

The Post-Its represent notifications. The class should spend 30 seconds writing three types of notification on 3 Post-Its each (e.g. notification on group chat on WhatsApp, receive a snap on Snapchat, someone's commented on your Instagram post).

**Separate** the class into two groups. They should form two lines facing the volunteers at the front.

### Explain the instructions:

- The two volunteers will be trying to complete a word search in one minute.
- When the 'wordsearchers' start their challenge, you will try to distract them by placing your 'notification' on their page and make a notification noise
- You should then move to the back of the line, ready for your next turn. Try to do this as quickly as possible
- The 'wordsearchers' have to try to move the notifications off the page whilst completing the word search so that they're not distracted.
- When everyone understands, give the volunteers their word search sheets and start the countdown timer video!
- Once the timer has finished, the winner will be the 'word searcher' who found the most words.

### ASK

- Why do you think we did this activity?
- Do you think your phone or device can be distracting? Why/why not?
- When would it be a problem if you were distracted by notifications? (e.g. doing homework, during lessons, when having an important conversation...)
- What would you do if you had to concentrate on something to stop your device from distracting you? Ask for some ideas.

### ASK

If you asked your parents/carers to do the same activity, how do you think they would do? What are some agreements you could put in place at home to support one another to use devices meaningfully? Encourage your peers to speak with their family members at home about what they have learned during today's session.

End with the 'PLENARY' section at the end of this module (page 13)

# C: DESIGN A PLATFORM\_

## SUMMARY\_

In this activity, students will be tasked to design an outline of a social media app/platform, specifically thinking about how they will make sure the users of their platform can easily stay in control of their screen time and their time on the app is a positive experience.

## LEARNING OBJECTIVE\_

To reflect on what the positives of technology and social media are whilst thinking about what features you can use to manage screen time.

## PREPARATION\_

You will need:

- **1 Activity C Work Sheet** per 4 people.

### ASK

- What are some of the social media apps/platforms that you enjoy using? What is it about them that you like? What are the positives of being on these different platforms?

Get a few answers from around the room.

- How do the social media platforms that you use help you to manage your screen time? Can you see how long you are spending online? Can you turn off notifications, etc?

### SAY

Did you know that on Instagram you can see how long you are spending in an average week on the app? Knowing how much time you are spending on certain apps can be useful to help you to reflect on this and how it's making you feel.

**Separate** the class into four groups.

**Explain** that in this mini activity, you are going to task your peers with coming up with a new social media platform. In groups, they will come up with the design of their new social media platform, particularly thinking about how, as the designers of the new platform, they will ensure that their users maintain positive digital wellbeing, enjoy the positives of the platform whilst using it and can easily manage their screen time.

**Handout 1 Activity Work Sheet C** per group of 4 young people. Say that they are to use this template and prompt questions to design their new social media platform.

**Give groups 10 minutes** to do this and go around helping groups if this is needed.

**After 10 minutes**, ask each group to give a 1 minute pitch of their new social media platform to the class, making particular reference to how users will be encouraged to maintain positive digital wellbeing and manage their screen time and take breaks when needed.

**Decide** as an Anti-Bullying Ambassador team which group's idea you like the best, particularly thinking about how well they have thought how they will encourage their users to use their platform meaningfully and what features it will have to help them manage their screen time.

**Congratulate** this team with a round of applause!

**Say** that if you do think you may be spending too much online, the first step is to reflect on how much time you're spending online and what you're doing and, most importantly, how it makes you feel.

**Ask** "If you asked your parents/carers to do the same activity, how do you think they would do? What are some agreements you could put in place at home to support one another to use devices meaningfully?" Encourage your peers to speak with their family members at home about what they have learned during today's session.

## ACTIVITY C: WORK SHEET

# DESIGN A PLATFORM\_

- What is the name of your new social media platform?
- What will users spend time doing on your social media platform?

- Why would people join it?
- What is its unique selling point (USP)?

- How would you ensure as a designer that users are encouraged to use their time on your social media platform positively and to share things that are meaningful and impactful?

- What features would your platform have to help users stay in control and manage screen time?
- How would you encourage users to take a break if they felt like they needed to?

# PLENARY

This section should finish your session (after your chosen activity). A plenary ensures that the students you have delivered your session to, come away with key messages and can ask any questions.

## SAY

We'd like to leave you with some hints and tips about how to reflect on how much you use your devices and some suggestions for things you can do to stay in control.

### SUGGESTIONS TO HELP YOUR PEERS\_

- Monitor your usage – this will give you a more complete picture of how you're spending your time on your devices. Most phones/platforms will have some sort of screen time dashboard where you can see what you're using and how much time you're spending on different apps.
- Move certain apps from your home screen to the 2nd or 3rd screen
- Turn your phone to grey scale (makes everything black and white and therefore less appealing!)
- Turn on airplane mode, e.g. when doing homework
- Turn off notifications on your apps – that way you can be in control of when you want to check in
- No phone zones (toilet, dining table)
- Use an alarm clock instead of your phone alarm so you don't end up scrolling as soon as you wake up
- Set up the 'Do not disturb' mode on your phone during night-time
- Do an app clear out – delete apps that you don't enjoy using anymore
- You could try doing a digital detox with other members of your class to fundraise for The Diana Award ([diana-award.org.uk/get-involved/fundraise/](http://diana-award.org.uk/get-involved/fundraise/)) or another charity of your choice. This is where you all agree to not use your phones/devices for a set amount of time and raise money by asking others to sponsor your digital detox.

### KEY MESSAGES TO FINISH\_

## SAY

- Through today's session, you've had the opportunity to reflect on your technology use. It's important firstly to reflect on how you feel during and after using your device. If you end up feeling tired, stressed, anxious or spend a lot of time comparing yourself to others, then it might be time to try some of the top tips suggested.
- Remember, be the change you want to see! So if you want to see the online world being a more positive and meaningful place, then share a positive story, support a friend and spread kindness in what you choose to do!
- If you're feeling down, anxious or stressed out about an experience online, the best thing you can do is talk to someone! This could be your parent, carer, best friend or a trusted adult in school. A problem shared is a problem halved and by talking about it, you're starting to find solutions to help you feel better.
- You can also text The Diana Award's Crisis Messenger anytime if you live in the UK by texting 'DA' to **85258** for free advice from trained professionals on issues surrounding mental health, bullying behaviour and more. You can also contact Childline for free on 0800 1111.

We're proud to be the only charity set up in memory of Diana, Princess of Wales and her belief that young people have the power to change the world. It's a big mission but there are two things within it that we focus our charity's efforts on – young people and change.

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Throughout all of our programmes and initiatives 'change' for and by young people is central, including our anti-bullying work which encourages change in attitudes and behaviours for young people by young people.

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We hope you found this resource useful and wish you all the best in your anti-bullying journey. If you would like to help us create more resources and train even more Anti-Bullying Ambassadors you can make a £5 donation by texting CHANGE 5 to 70470 or visit [diana-award.org.uk/donate](http://diana-award.org.uk/donate)



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