

<b>Resources:</b>  Appendix 1	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Recognise different feelings we might experience when we see new or unexpected content online.</li> <li>• Spot signals that show when our online experiences are positive and when something might not feel right.</li> <li>• Understand healthy actions we can take when online content feels worrying or unhelpful, including knowing when to speak to a safe adult.</li> </ul>
<b>Timings:</b>	<b>Activities:</b>
<p>5 mins</p>	<p><b>Starter – ‘How Would It Make You Feel?’</b></p> <ul style="list-style-type: none"> <li>• Start by reading out the following statements and allow the young people to discuss in pairs how they would feel. Take a few examples each time to reflect the breadth of feelings we all face online.           <ul style="list-style-type: none"> <li>○ ‘You play a new game that was recommended but it feels different to ones you’ve played before. This one is more intense and lifelike’</li> <li>○ ‘You sat and watched lots of funny videos all Saturday after you clicked on one and then lots of new ones kept playing.’</li> <li>○ ‘You keep getting prank videos recommended. The first few were funny but now they seem to be quite dangerous.’</li> </ul> </li> </ul>
<p>10 mins</p>	<p><b>Main Discussion – ‘Spotting the signals’</b></p> <ul style="list-style-type: none"> <li>• Share that what we do online can impact how we feel offline. Explain that now they are going to think about the signals that would show you whether you’re having a good time online or not.</li> <li>• Use the following questions to have a class discussion about the signals they might spot:           <ul style="list-style-type: none"> <li>○ How does it feel when you’re having a good time online? (examples might include calm, fun, exciting)</li> <li>○ How does it feel when you’re not having a good time online? (examples might include boring, scary, sad, worrying)</li> <li>○ What might change if you’ve been online longer than you planned? (examples might include less time for other things, told to get off your device, feeling frustrated or bored)</li> <li>○ What might be the signals to look out for to know it’s time to take a break? (Examples might include you’ve been online longer than planned, videos are autoplaying and you’re no longer in control, you feel tired, bored or frustrated)</li> </ul> </li> </ul>

Timings:	Activities:
15 mins	<p><b>Activity – ‘Healthy Choices’</b></p> <ul style="list-style-type: none"> <li>• Explain that we cannot always control what we see online, but we can control what we do next.</li> <li>• Get the young people into pairs and introduce the “Fix it” cards in appendix 1 and give out one card per pair.</li> <li>• Share each scenario below in turn and ask the pairs to discuss how their card might help. Allow 1-2 pairs to share their card and how it would help after each scenario. Ask the children to swap cards for each new scenario: <ul style="list-style-type: none"> <li>○ You keep getting dramatic videos suggested and ones showing arguments.</li> <li>○ You keep seeing prank videos that feel mean.</li> <li>○ Your next videos playing are all full of extreme challenges.</li> </ul> </li> <li>• Bring the class back together. Discuss: <ul style="list-style-type: none"> <li>○ Which strategies felt easy?</li> <li>○ Which ones felt harder? Why?</li> <li>○ Which would help fastest?</li> <li>○ Which might be good long-term habits?</li> </ul> </li> </ul>
5 mins	<p><b>Plenary – ‘Who Can Help?’</b></p> <ul style="list-style-type: none"> <li>• Reflect as a class that digital wellbeing is about noticing how online activities make you feel and making choices that help you stay happy, and safe.</li> <li>• Remind the class that it doesn’t matter if they click on something, search for it, watch it or share it, if it’s worrying them then talk to a safe adult who can help.</li> <li>• Remind them to talk to a parent, teacher or helpline like Childline (0800 11 11) if they are ever worried about anything online.</li> </ul>

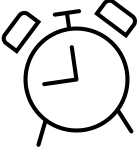

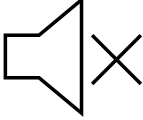





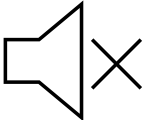
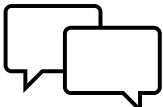

### Signposting to support

- **NSPCC Childline – 0800 1111** – free, confidential support for young people under 19, available 24/7
- **SHOUT – text ‘MRF’ to 85258** – free, confidential crisis text line for anyone, any age available 24/7
- **NSPCC Helpline – 0808 800 5000** or [help@nspcc.org.uk](mailto:help@nspcc.org.uk) - free, confidential support for anyone who is worried about the safety and wellbeing of a child

### Teach next...

- Use our lesson plan ‘Online Safety Shields’ to learn about the different things that can protect us when we are online.

## Appendix 1

<p><b>Take a break</b></p> 	<p><b>Turn off autoplay</b></p> 
<p><b>Mute the video or press “Not interested”</b></p> 	<p><b>Talk to a safe and trusted adult</b></p> 
<p><b>Spend time offline with a hobby</b></p> 	<p><b>Search for something different</b></p> 
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