

Resources: Appendix 1 and 2	Objectives: <ul style="list-style-type: none"> • Consider what makes content feel relatable and how your wellbeing can be shaped by the content that appears online. • Recognise the difference between isolating content and safely supportive content and explain how each can affect thoughts, feelings and behaviour. • Know practical steps to stay in control online, including spotting warning signs, taking positive actions and reaching out to safe adults when needed.
Timings:	Activities:
<p>5 mins</p>	<p>Starter – ‘Relatable’</p> <ul style="list-style-type: none"> • Begin by explaining that we are all drawn to the content that feels relatable to us. Sometimes that might be based on our hobbies and interests but other times it can be based on our emotions. • Suggest a range of emotions and ask them to offer suggestions for content that would feel relatable if you were in that mood. For example, relaxed, motivated, angry or sad. • Reflect that relatable content when we are feeling positive can be great. But seeing relatable content when we are feeling low can depend on whether that content is safely supportive or further isolating.
<p>15 mins</p>	<p>Activity – ‘Supported vs Isolated’</p> <ul style="list-style-type: none"> • Split the class in two and ask one half to focus on content which is ‘relatable but isolating’ and the other to focus on content that is ‘relatable and safely supportive’. • Ask each half of the class to work together to suggest examples of posts which may be seen under their assigned content type on post its. • Collect their examples on two separate walls so the class can clearly see the difference between the two sets. • Come back together as a group and discuss the impact of this content using the following questions: <ul style="list-style-type: none"> ○ What is different about each side and what is similar? ○ Would any examples be hard to spot whether they are isolating or safely supportive? ○ What impact would the content on each side have on people? ○ How might each side change what someone does next or feels about themselves? ○ How would it feel if the algorithm started feeding you a lot of content from one side? (discuss the impact for each side)

Timings:**Activities:****10 mins****Main Discussion - 'Take Back Control'**

- Recap on the signs that showed the relatable content was isolating and not safely supporting. Now ask the young people to suggest more signs that content might have a negative impact on someone viewing it.
- Take 3-4 examples and then display appendix 1 and run through the signs something might be harmful. Discuss whether any would feel harder to spot or know how to respond to than others.
- Ask the young people to discuss in pairs practical things they can do if they see any of this content online. Come back together as a group and ask pairs to share some examples before looking at appendix 2 together.
- Ask the young people to reflect for a moment on how they want to feel when they are online. This could be calm, supported, excited, understood, safe, motivated, connected. Set them a challenge for this week to tune into how they are feeling each time they go online. If they spot anything is making them feel low, anxious or depressed then encourage them to take one of the steps in appendix 2.

5 mins**Plenary - 'Who Can Help?'**

- Recap that relatable content can support us or isolate us depending on what it encourages and how it makes us feel. Spotting the signs of unhelpful content, tuning in to our emotions, and taking simple steps like muting, unfollowing or seeking support helps us stay in control of our online space.
- Your online space is not fixed. Noticing how content affects you helps you build an online world that supports your wellbeing.
- Remind them to talk to a parent, teacher or helpline like Childline (0800 11 11) if they are ever worried about anything online.
- You may wish to hand out or display our 'Safe Scrolling' resource for young people which recaps on the signs and what to do if they spot this content on their feed. This can be downloaded from mollyrosefoundation.org/resources.

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 - free, confidential support for anyone who is worried about the safety and wellbeing of a child

Teach next...

- If you haven't already completed our lessons on 'Understanding Content Algorithms' and 'Healthy vs Harmful' we would recommend using those next.

For more resources visit: mollyrosefoundation.org/education

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SPOTTING THE SIGNS

Signs a post or account might have a negative impact.

- If it **makes you feel suddenly sad, anxious, heavy or unwanted** then it could be harmful.
- If it **tells you not to get help** or not to speak to people you trust then this is harmful.
- If it suggests the **only way to feel better is to act in unsafe or risky ways** then this is harmful.
- If it **encourages you to harm yourself** or end your life then this is harmful.
- If it **promotes extreme dieting, exercise or eating disorder behaviours** then this is harmful.
- If it's showing videos or images that are **violent, frightening or overly graphic** then this is harmful.
- If it's **shaming you or someone else** or encouraging violence or harm towards others then this is harmful.
- If it's **repeatedly showing harmful or upsetting material** then this is harmful.

TAKE BACK CONTROL

Practical ways to manage what you see.



- **Mute** the content or select 'see less of this'.



- **Report** it via the platform's safety tools.



- **Unfollow** the account or mute it.



- **Search** for content instead that makes you feel happy, calm and safely support.



- **Get safe support** from a loved one or helpline.



- **Take a break** from your device or app.



- **Switch** to an activity that fits how they want to feel.