Title: Digital resilience

<u>Objectives:</u> This activity aims to look at the positive and negative experiences young people have online, consider the impact they may have and devise ways to build digital resilience.

- O1. To examine how going online can influence the way we feel, think and act.
- O2. To understand what digital resilience is.
- O3. To develop ways to build your own digital resilience and support others.

Development

Warm up

This activity is designed for young people to examine their understanding of what resilience means by comparing a foam ball, a ping pong ball and a rubber ball. This will help you to clarify what resilience is and identify any misconceptions. Young people can see resilience as being tough and impenetrable but it is actually about being able to survive knocks, recover and bounce back over time.

Main part

Activity 1 How does going online make people feel?

To consider the emotional impact that going online can have 10 minutes Individuals/pairs

Activity 2 Under pressure

To investigate the pressures that young people face online 10 minutes Pairs or small groups

Activity 3 Bouncing back

To identify things you can do to recover from difficult times online 20 minutes Pairs or small groups

Evaluation

Students will devise ways to build digital resilience, looking to the positive and negative experiences young people have online and considering the impact they may have.

10 minutes

Work

Activity 1: How does going online make people feel?

This activity is designed to explore the emotions that young people may experience when they go online. Begin by explaining that this activity will give lots of examples of experiences that someone may have online. They will need to decide how this will affect the person.

Follow up questions:

- On balance, do you think people have more positive or negative experiences when they go online?
- What sort of things make people feel happy/ sad/worried/angry online?
- Which emotions did you add and why?
- What sort of things do not have any impact on people when they go online? How do you know? What are the best things about going online?
- Would having a negative experience stop someone going online? What about repeated negative experiences?
- How can someone make themselves feel better if something has upset them online?
- Should someone stop going online if something upsetting or negative happens when they are online?

Activity 2: Under pressure

This activity is all about asking young people to consider how they can respond to the pressures they may face online. Begin by explaining that people can be influenced by all sorts of things. It could be the people around them, the books they read, the music they listen to and it could also be from their online experiences.

- Ask the students to consider the following question in small groups; 'Is online influence a positive or negative thing?'
- Feedback as a group and explain to them that being influenced by something can be both positive and negative, e.g. POSITIVE - influenced by a healthy eating post to make a sensible lunch choice. NEGATIVE influenced by a social media craze to take part in something risky.
- Where online influence becomes a negative thing it can develop into pressure to conform or act a certain way online

Follow up questions:

- What online pressures did you come up with?
- Are these pressures generally positive or negative?
- How easy was it to give advice?
- What was the best piece of advice that you came up with?
- Were there any pressures that you found it very difficult to give advice for?
- What has a bigger influence on young people today, online pressure or peer pressure?

Activity 3: Bouncing back - Digital Resilience Toolbox

This activity helps students to think about ways to be digitally resilient and approaches that will work for them. Students are given a set time (5 minutes) and a target of 30 ideas. The activity is designed to be fun and encourage creativity whilst they work together, sharing their thoughts aloud as they are writing down their ideas.

- Begin by reminding them that digital resilience is about bouncing back from difficult times online over time and that they will now be looking at ways to do that.
- o Bring up the question—"So ...how do you become more digitally resilient?"
- Explain that a mental health charity called Mind have put forward 4 approaches to becoming more resilient (the 4 approaches will appear as you click through the presentation) and that these will help the students with their ideas.
- o Introduce the digital resilience toolbox and explain that the class are going to fill this up with ideas.

Evaluation

Digital resilience superheroes

This is a chance for students to reflect upon the skills, strategies and traits of people who show digital resilience. It could be someone they know, a famous person or they could make up a character. Whoever they choose the students should be able to pick out and explain how and why the person is a digital resilience superhero. Encourage the students to think of their own way to celebrate their digital resilience superhero. This could be through a drawing, poem, cartoon, speech or a simple sentence. They will create a code of digital resilience advices (can be a poster).

Conclusion:

Students can recognize that going online can bring highs and lows and they need to develop their own ways to manage risk and recover.

Commitment:

Students will learn to adapt to the situations they face and to look for support and to know where to find it.

Additional resources:

Activity 1

Task: Colour code the online experiences to show the **different emotions** that can come from going online. Remember that one post or experience could cause more than one emotion.

- You can use more than one colour per scenario.
- You can add emotions (and a colour) if you think they would feel an emotion not covered already

Red	Angry				
Orange	Worried				
Yellow	Нарру				
Blue	Sad				
Green	No	t affected			
Receiving positive comments on some pictures from a friend		Someone writing a joke under their picture		Receiving negative comments	
A friend liking one of their jokes online		Watching a funny video		Receiving no likes on their picture after 20 minutes	
Seeing inspirational quotes being posted online		Seeing someone else being cyberbullied online		Posting something different to what they would normally	
Seeing that they have fewer followers than their friends		Seeing someone share online that they are feeling sad		Seeing a joke that is about someone in school	
Beating their friend on a game for the first time		Changing their profile picture to a funny photo of themselves		Not being allowed to play a game but their friends are	
Having someone unfriend or block them		Receiving a new friend request		Having to leave a group chat to have dinner	

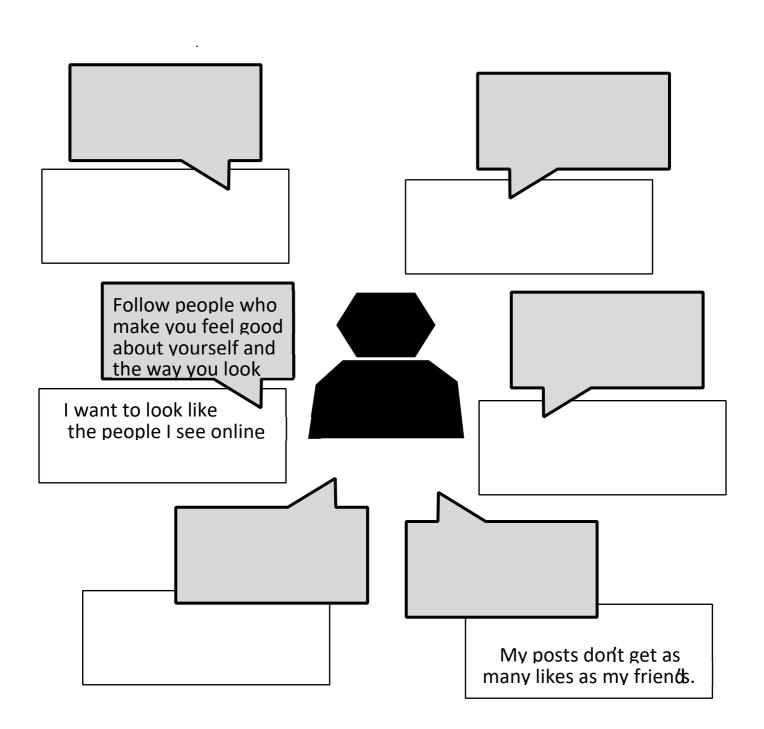
A friend texting to say 'why haven't you liked my photo yet?'

Something they liked being described as boring

Completely believing something online but it was actually fake

Activity 2

Task: In the boxes write down 4 other pressures someone might feel online. Then in the speech bubbles give your advice



INSTRUCTIONS: Fill in the toolbox below with as many different ways to be digitally resilient **HOW?**: Use the box below for ideas. You each need a pen and will work **alone and together**. As you write your ideas down say them aloud to inspire your partner. It should also stop them putting down the same thing

THE DIGITAL RESILIENCE TOOLBOX

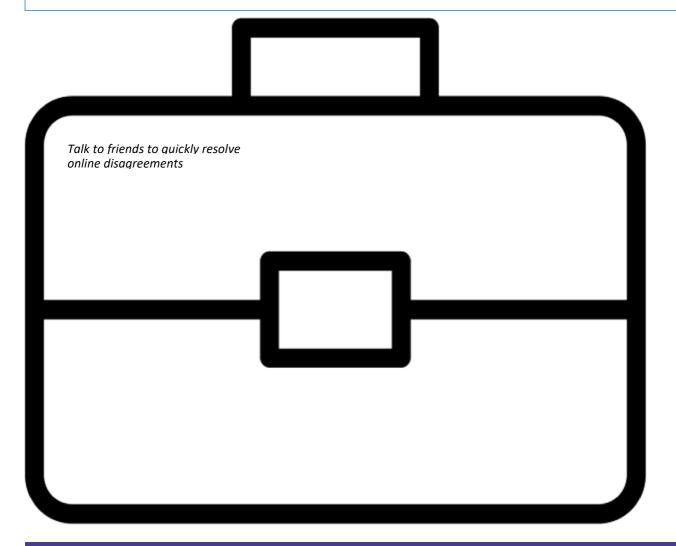
INSTRUCTIONS: Fill in the toolbox below with as many different ways to be digitally resilient **HOW?**: Use the box below for ideas. You each need a pen and will work **alone and together**. As you write your ideas down say them aloud to inspire your partner. It should also stop them putting down the same thing!

SUPPORT NETWORK: You don't have to do this alone. Who can help? What help is out there? Help each other

GIVE YOURSELF A BREAK: Take care of yourself. Resolve things that are bothering you. Treat yourself. Take time out.

PHYSICAL HEALTH: Healthy body and mind. Getting enough rest and sleep? Eating right? Exercise can help with stress.

LIFESTYLE CHANGES: Think about your daily life. It is ok to slow down. Make time for your favourite things and people



CHECK! Have you got at least one bit of advice for each of the 4 tips?

NEXT?: Ask if you can create a digital resilience display or poster!

Bounce back ability:

TASK: This is a creative writing task. Use these sentence starters to describe how someone has bounced back from a hard time online. Think about the emotions they would have experienced all the way through and how they used digital resilience to recover and still use it now.

Focus 1 – What did they like to do online? What was happening? How did they feel?

I would go online to...

I really enjoyed...

It was not all good though, sometimes I would feel...

There was a lot of pressure to...

I thought that...

I wanted to be..

I felt like...

Focus 2: What did they do? Who did they talk to? What helped? What didn't help?

I decided to... I

spoke to...

Somebody suggested taking a break from technology, I decided that I would/would not because....

I no longer wanted to be...

I realised that...

I felt much better when I...

I also think much more about other people's feelings now, when I post online I try to...

Focus 3: Do they still have difficult times online? How do they bounce back? What advice do they have?

I still like going online to

Now, if anything happens online makes me unhappy or angry I...

It really helps me if I remember that not everything online is...

Sadly, not everyone online thinks about...

The best thing I did was to...

If I could offer any advice to boost your digital resilience it would

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Source: childnet.com