

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.
- 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.
- 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	Happy		
Blue	Sad		
Green	Not 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
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Activity 2

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

Follow people who make you feel good about yourself and the way you look

I want to look like the people I see online

My posts don't get as many likes as my friends.

(There are 7 empty speech bubbles and 4 empty rectangular boxes for writing.)

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

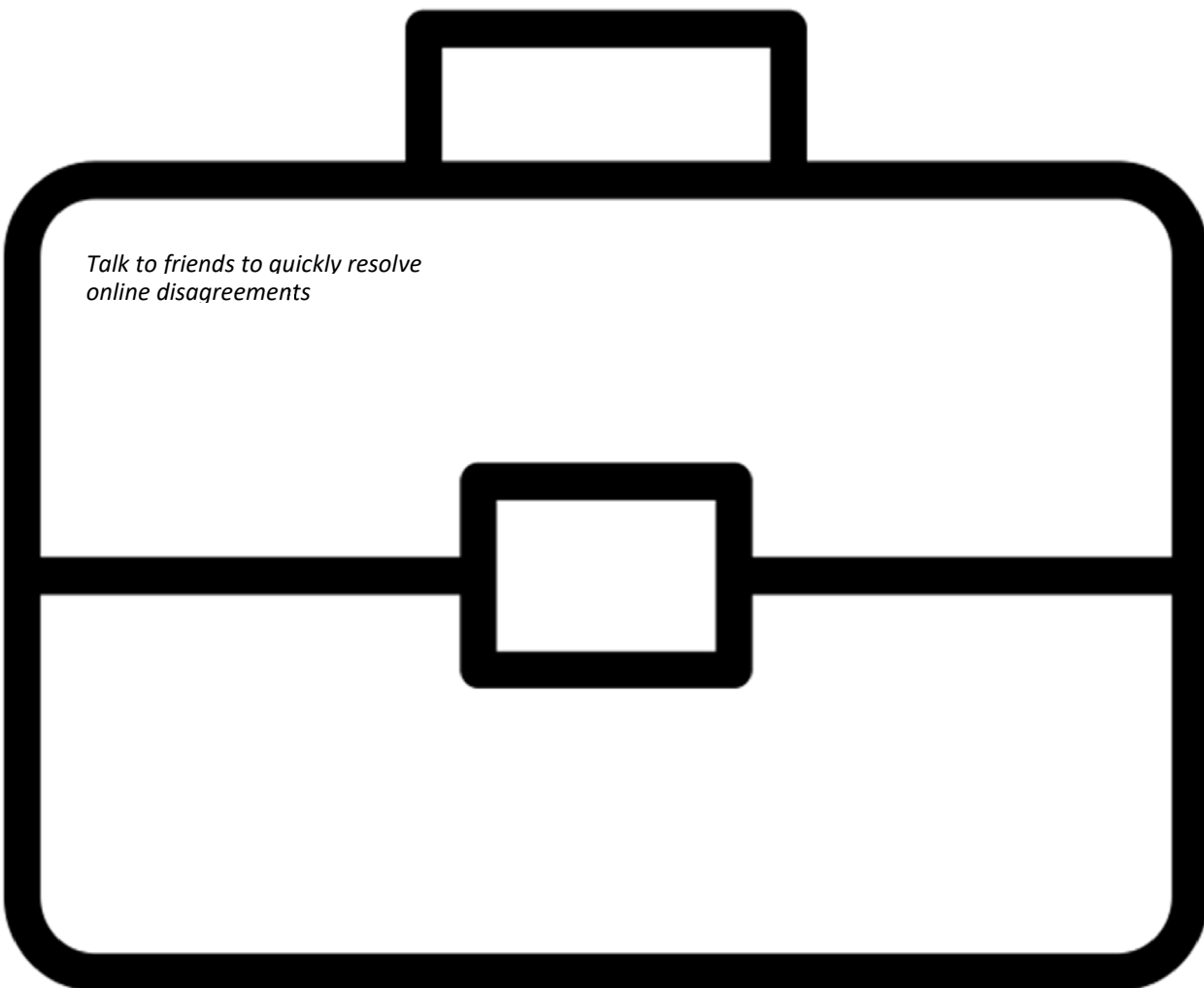
HOW?: Use the box below for ideas. You each need a pen and will work **alone and together**. As you write your ideas down say them aloud to inspire your partner. It should also stop them putting down the same thing!

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

