

# DIGITAL RESILIENCE

A LESSON PLAN FOR USE WITH 11-14 YEAR OLDS

## Lesson aim:

This lesson 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

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

## Timing

50-60 minutes

## Resources

Board, colouring pens or pencils, presentation, appendices.

**OPTIONAL:** A foam ball, ping pong ball and a rubber ball.

## Preparation

Print off **Appendices 1,2 & 3**.  
Make sure there are enough colouring pens or pencils for your pairs or groups.

## Key Vocabulary

Resilience, digital resilience, influence, adapt, recover, support

## Session breakdown

<b>Starter</b>	<b>What is resilience?</b> To examine what resilience means	<b>10 minutes</b>	Whole class
<b>Activity 1</b>	<b>How does going online make people feel?</b> To consider the emotional impact that going online can have	<b>10 minutes</b>	Individuals/pairs
<b>Activity 2</b>	<b>Under pressure</b> To investigate the pressures that young people face online	<b>10 minutes</b>	Pairs or small groups
<b>Activity 3</b>	<b>Bouncing back</b> To identify things you can do to recover from difficult times online	<b>20 minutes</b>	Pairs or small groups
<b>Plenary</b>	<b>Digital resilience superheroes</b> To celebrate digital resilience	<b>10 minutes</b>	Individuals
<b>Extension activities</b>	<ul style="list-style-type: none"><li>• <b>Bouncebackability</b> – creative writing</li><li>• <b>The power of positivity</b> – positive commenting</li><li>• <b>Dr Digital Resilience</b> – offering help/advice</li></ul>		

# LESSON PLAN

## Starter: What is resilience?

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.

Begin by explaining that they need to decide which ball they think is the most resilient and be able to explain why. Make sure that they all have an idea of what each ball is like and you could ask a student to describe what a rubber ball is like for example. You could even bring in the 3 different types of ball so students can look at them and feel them.

- Allow the pairs/groups 1 minute to discuss and note down their opinions and reasons
- Ask your students to share their ideas and write them up on the board.
- Answers that they may give are: the rubber ball is the most resilient because it just keeps bouncing, the ping pong ball is not very resilient because you cannot fix them if they get a crack or dent and the foam ball is not very resilient because it can be broken up.
- Ask your students to explain what resilience means to them
- If needed, clarify that resilience is not just the ability to bend and take knocks at times but also being able to adapt and recover.
- Ask them if this has changed their opinion on which ball is the most resilient.

### Follow up questions:

- Is a rubber ball resilient or just solid?
- What happens to a ping pong ball if it gets a dent or crack in it?
- Which ball can recover most?
- Which ball best represents us as human beings?

Use the slide to clarify that resilience is the ability to recover from setbacks and give the definition of digital resilience. Introduce the lesson by explaining that they will be looking at digital resilience today. When we go online it can be like a ball being bounced around. It can be great fun but we can also take bumps along the way. Introduce the lesson objectives.

## 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.

- Hand out **Appendix 1** to individuals or pairs as well as a set of colouring pens or pencils.
- Explain to the students that they need to think of the emotions someone may feel when they see something online.
- Remind them that in some cases more than one emotion could be felt from one post or experience so they can use more than one colour per scenario. There is also space for them to add any other emotions that we have not included to the table if they wish.

### 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.

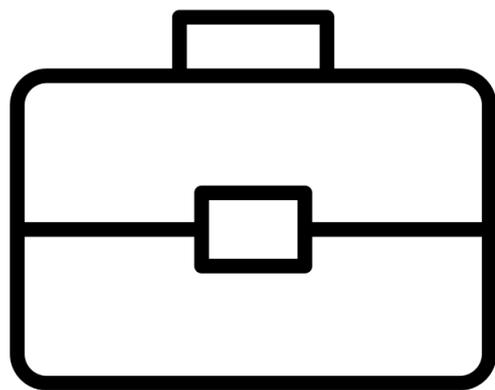
Begin by explaining that people can be influenced by all sorts of things. It could be the people around them, the books they read, the music they listen to and it could also be from their online experiences.

- 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.
- In small groups or pairs, ask the young people to complete **Appendix 2** by filling in examples of online pressure and their own response to it. An example has been given, along with some suggested pressures.

## Activity 2 continued...

### 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?



### Challenge:

Being digitally resilient is much easier with the support and help of others. Ask students to think about what they can do as a student community to make students more digitally resilient.

### Activity 3: 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. You could allow more or less) 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.
- Hand out **Appendix 3** to pairs and set the class a time limit of 5 minutes and a target of 30 ideas per pair. Change this if you wish.
- Answers they may come up with are; call a friend, listen to music, take a break from social media, do something you really enjoy...
- After 5 minutes invite pairs to share their ideas until every pair has lots of different ideas.

### Plenary: 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. Let them decide.

### Extension activities:

1. **Bouncebackability** - This is a creative writing activity that allows young people to reflect upon what they have learnt in the lesson and could be set as homework. They should write an account of someone who was having a difficult time online and used digital resilience to recover. **Appendix 4** has sentence starters to help them with their writing.
2. **The power of positivity** – Much of the upset online can be caused by negative comments. In this activity, get students to wear plain white t-shirts and allow them to write positive comments to each other on the t-shirts. This activity allows students to reflect on how it feels to give and receive positive comments and see the impact their comments have on others. You could finish the activity by asking each student to share their favourite comment and how it made them feel. This activity could also be run with large sheets of paper attached to the students' backs (superhero capes) and the rest of the class use sticky notes to add their positive comments to the capes.
3. **Dr Digital Resilience** – Students look at news stories or people they have seen having a tough time online and prescribe some digital resilience. You could display a celebrity or news story on the board and have students put their digital resilience tips on the board with sticky notes.

## APPENDIX 1: HOW DOES GOING ONLINE MAKE PEOPLE FEEL?

**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

<b>Red</b>	Angry		
<b>Orange</b>	Worried		
<b>Yellow</b>	Happy		
<b>Blue</b>	Sad		
<b>Green</b>	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

## APPENDIX 2: UNDER PRESSURE

**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 friend's.

Four empty speech bubbles and four empty rectangular boxes are also present for student input.

## APPENDIX 3: THE DIGITAL RESILIENCE TOOLBOX

**INSTRUCTIONS:** Fill in the toolbox below with as many different ways to be digitally resilient

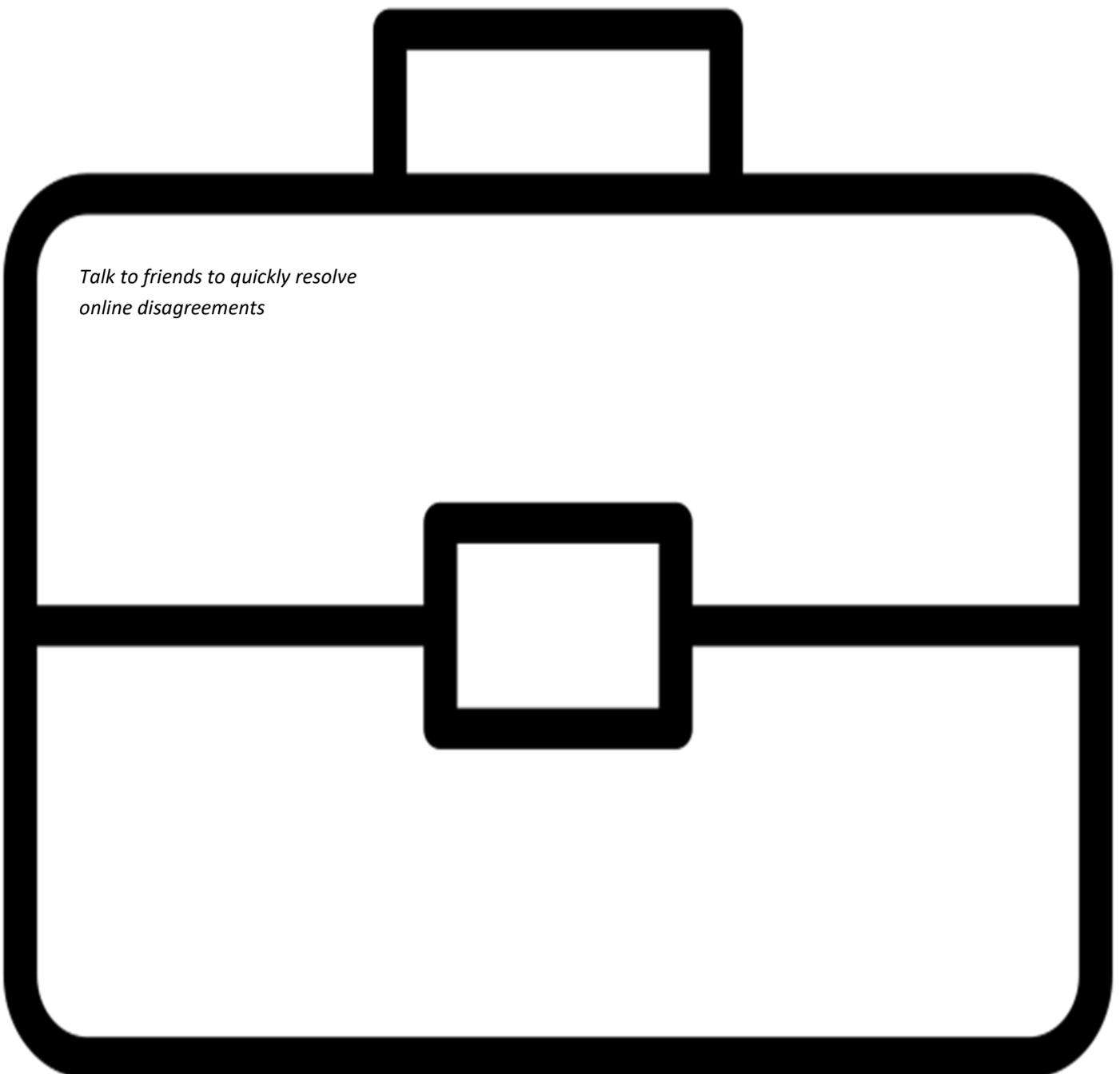
**HOW?:** Use the box below for ideas. You each need a pen and will work **alone and together**. As you write your ideas down say them aloud to inspire your partner. It should also stop them putting down the same thing!

**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!

## APPENDIX 4: BOUNCEBACKABILITY

**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...*

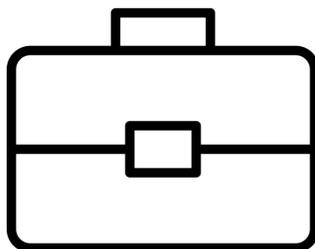
*If I could offer any advice to boost your digital resilience it would be...*

## Copyright acknowledgements

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