Digital Detox

Lesson Plan

For Be Strong Online Ambassadors to follow

Be STRONG ONLINE

**An Ambassador Programme
From The Diana Award**

ANTI-BULLYING

vodafone

About Us

The Diana Award is a legacy to Princess Diana's belief that young people have the power to change the world for the better. We identify and develop young people, then engage them in social action.

We are proud to have the enthusiastic support of HRH Prince William and HRH Prince Harry and their team at the Royal Charities Forum of The Duke and Duchess of Cambridge and Prince Harry.

Our Mission

Our mission is to inspire and recognise social action in young people. We do this by:

- empowering young people to make a difference and achieve their full potential
- engaging young people in programmes that allows them to make a difference through social action
- encouraging young people for their contribution to their communities

We achieve our mission through our four core programmes which are:

1. The Diana Award Programme

giving young people value.

2. The Diana Award Network Programme –
supports social mobility and furthers social action for young people.

3. The Diana Award Anti-Bullying Campaign –
gives young people, professionals and parents the skills and confidence to tackle all forms of bullying.

4. The Diana Award Mentoring Programme –
supports at risk young people.

Welcome to *Digital Detox!*

As a Be Strong Online Ambassador YOU will be talking to younger students about the online world and how being online a lot can affect our lives. You will deliver an interactive 20 minute session using this lesson plan.

By running this session you will be improving your skills in presentation, public speaking, mentoring, and more. You will also help students to increase their digital literacy, argument formation skills and more– look out for the skills icons next to each activity.

In your training session with the staff leader, you will go through this Lesson Plan and practice running the activities and leading a discussion.

After your training, this Lesson Plan will act as a guide for you to use with your Be Strong Online Ambassador partner in your lesson with students.

The *Digital Detox* session you will be running is split into four parts:

1. Intro
2. Discussion
3. One activity from a choice of four
4. A follow-up activity to take home
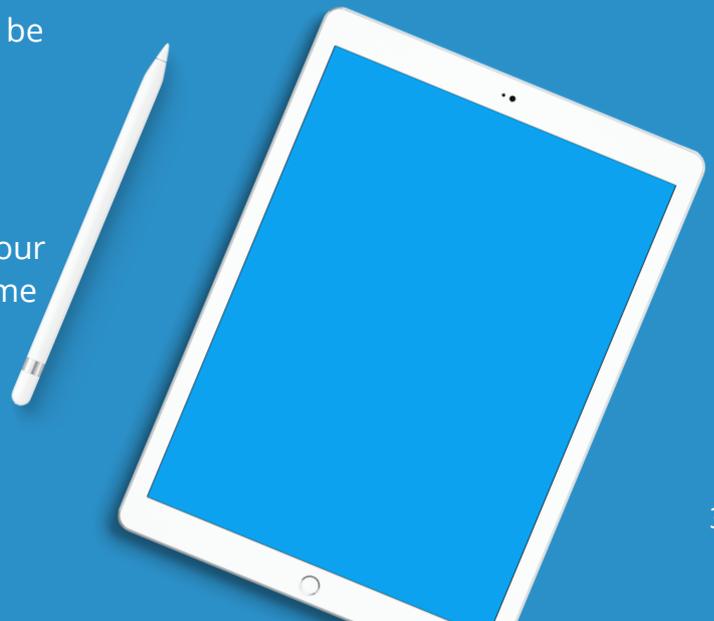
Preparation

Your session with younger students will last for around **20 minutes**. This guide is designed to be flexible, so tailor the session to the time you have available.

When deciding which activity to choose out of the four make sure you take the **difficulty level into consideration**. Each activity will have a level 1,2 or 3 badge on the top right depending on the difficulty level ( ). Ask your staff leader to help you decide which one would work best for the group you will be working with.

1. **Level 1**: A straight forward, structured activity to use if you want the group you will be working with to understand the issue quickly
2. **Level 2:** Moderately challenging activity which may need some extra time to practice and research
3. **Level 3:** If you have more time and feel the students you will be working with are more advanced in this area, use this activity

Look at the **'preparation' section** of the activity you choose, find out how many students will be in your session and make sure you have all the **materials you need**. There may be activity sheets to print out or you may need to use slides on the PowerPoint Presentation for your activity.

Make sure you **arrive 10-15 minutes early** to set up in advance if possible. Load the presentation on a computer and set up an overhead projector or large computer screen so that the class can see it.

There should **always be a staff member present during your session**. Find out who this will be – the Lead Staff Member for Be Strong Online, the form tutor, subject teacher or someone else – and talk to them in advance about your session. Let the teacher know which activity you will be running as they may have some recommendations about which activities would work well with that particular group.

Top Tips!

Here is an activity below for you to complete in advance with your Be Strong Online Ambassadors group to help you start a conversation with students when you run the lesson:

How to get students talking

If none of the class wants to talk, you could try…

- Getting the group into pairs to discuss with their partner before coming back to a group discussion
- Asking students to 'describe in one word how you feel about this'. Students could even write answers on a piece of paper and hold them up
- Having a box at the front for questions and reading them out at the end
- Asking students to elaborate: 'that's interesting, why do you say that?' 'Can you tell me more about that?'

My Ideas:

Winning the class over

The session works best when students feel open and comfortable talking about their thoughts and experiences. You can try the following tips to get students talking:

- You could start the session with a 'Yes Set': three things that students can say 'yes' to before the session has started. This way they get used to responding in a positive way. For example: "is everyone having a good day?" "We're here today to talk about social media. Are you ready?" "Are you looking forward to taking part in some fun activities?"
  There may be students who deliberately say 'no' to try to disrupt the class – but don't worry, move on and remember that the teacher will be there to help if any students misbehave.

- Use humour and think about ways to make the topic light-hearted.

- Where possible seat the class in a circle to encourage open discussion. It's great for students to feel like they're not in a normal school lesson as they're more likely to take part and have fun.

Digital Detox – **Lesson Plan**

Intro (2 minutes)

Preparation: Give everyone a piece of paper and a pen; talk to your Be Strong Online Ambassador team about whether you want to add anything to the 'Deal or No Deal' list

💬 **Introduce yourselves** as the Be Strong Online Ambassadors and explain today you'll be running a short **session on *Digital Detox*** as part of the Be Strong Online Ambassadors Programme from The Diana Award charity and Vodafone.

💬 Before you start, **explain** that there will be a staff member present. There are some things to bear in mind to make sure everyone feels happy talking in the session:
  - **Everyone** has the **right to 'pass' on a question** if they don't want to answer
  - **Everyone** has the **right to be listened to**
  - There should be **no shouting out**
  - **Everyone** should **feel comfortable asking questions**

👁 Show the learning objectives slide and read these out:
  - You will reflect on how frequently you use the internet and technology
  - You will explore potential downsides of very frequently using phones, tablets and other electronic devices
  - **Add in the learning objective from the activity you choose**

Digital Detox **Discussion (3 minutes)**

💬 First, **say:** "imagine your house was on fire. You have a minute to choose three objects to save. (Living things are automatically saved). What would you choose?"

✏️ Students have 10 seconds to **write** their answers on their pieces of paper

💬 **Say:** who had an electronic device on their list?

❓ **Ask** what was it? Why would you take it?

○ Next, **hand out** the Deal or No Deal cards (1 per person)

💬 **Explain** that you will read out a list of things

○ Students have to **decide** whether they would **give up** ALL electronic devices for a week in exchange for that thing. (This includes phones, computer, tablet, games console, TV...)

○ They should **hold up** 'deal' if they would, 'no deal' if they wouldn't

Would you give up your devices for a week for...

- ○ Bar of chocolate
- ○ A happy meal
- ○ Cinema ticket with popcorn and drinks
- ○ New shirt and shoes
- ○ Trip to a fun fair. All rides free
- ○ 3 day trip to Italy
- ○ Newest PlayStation or Xbox

❓ **Ask**: is there anything else you would give up your devices for a week for?

○ Would anybody **not ever** give up their devices for a week? **Explain why**

💬 Finally, **explain:** this session is all about 'Digital Detox'

❓ **Ask**: what do you think digital detox means?

👁 **Show** the Digital Detox Facts slide and read these out:

A recent study found...

- ○ Most people now spend more time online than sleeping in a day (8 hours 45 minutes compared to 8 hours 18 minutes)
- ○ Six in 10 people say they feel 'hooked' on their smartphones, tablets or other devices, and four in 10 think they spend too much time online
- ○ Four in 10 people said they felt ignored by a friend or relative who was engrossed in their connected device

❓ **Ask:** what do you think about this?

❓ *You could ask: have you ever been ignored by someone who was on their device? Or bumped into someone on their phone/tablet?*

Now it's time for the 10 minute activity!

3. Activity (10 minutes)

There are four activities to choose from. During your training with the staff leader you will practice these activities and choose your favourite.

A. Sleep Memory Game	**B. Day in the Life of a Device**
C. Digital Detox Scenarios	**D. Distraction Game**

A. Sleep Memory Game *(10 minutes)*

LEVEL 1

Skills:

Enquiry & evaluation   Digital Literacy   Research & Writing   Reflection

Summary: This is a matching game looking at the effects of sleep deprivation.

Learning objective:	**Preparation**:
You will understand the effects of lack of sleep and how this can be linked to internet use	You will need a whiteboard and pen. Cut out one sheet of cards per pair and put them in an envelope.

Important!

Students might not want to share their experiences of losing sleep due to being online. Prepare some examples of your own to use just in case. Talk to your Be Strong Online Ambassador team about whether this has ever happened to you, and if you feel comfortable doing so, it would be good to share these experiences with the group.

STEP 1

OBJECTIVE:	ACTION:	QUESTIONS AND INFO:
○ Encourage students to reflect on their sleep/internet behaviour	○ **Ask** everyone to stand 💬 **Say:** sit down if you have ever stayed up late or lost sleep because you were on the internet? ○ **Optional**: share personal examples of when this happened to you. **Then ask…** ⟶ 💬 **Explain** that research shows that using devices at night time **can stop you from falling asleep by an extra hour[1]**	-- ❓ Has this happened to any of you? What was it that made you miss out on sleep? *(E.g. being in the middle of a conversation, playing a game, being worried about something online?)*

STEP 2

OBJECTIVE:	ACTION:	QUESTIONS AND INFO:
○ Playing a memory game which explores the side-effects of lack of sleep	💬 **Say:** we're now going to play a matching game ○ **Ask** students to work in pairs 📄 **Hand out** the cards. Pairs should mix them up and place them face-down on the desk 💬 **Explain** the instructions: ⟶	Pairs take it in turns to turn over two cards at a time to try to match them. If it's a match, you take those cards. The person with the most cards at the end wins. You have **3 minutes** to do this

[1] http://www.bbc.co.uk/news/health-34744859

STEP 3		
○ Reflect on what students learned from the memory game	○ Find out who the winners were. **Ask...** ⟶	❓ What do you think these cards are? *Answer: what can happen if you don't get enough sleep* ❓ Which effect do you think is the most serious? Why? ❓ Does anyone agree/disagree? ❓ Why do you think people stay up late using the internet? --- ❓ Imagine you had a friend who was losing sleep because of their internet use. What **advice** would you give them? What **practical things** they can do?
	✏️ **Write** answers to this question on the board ⟶ 💬 **Explain:** remember to use this advice if you ever start to miss out on sleep because of technology	

B. Day in the Life of a Device *(10 minutes)*

LEVEL 2

Skills:

Reflection Public Speaking Enquiry & evaluation Digital Literacy Research & Writing

Summary: In this exercise you will look at all the different times during the day when you use technology, and colour in a battery image to illustrate this

Learning objective:
You will explore how much time you spend on connected devices during a typical day

Preparation:
Print out 1 Activity B sheet per person; you will need a whiteboard and pen.

Running the activity:

| STEP 1		
OBJECTIVE:	**ACTION:**	**QUESTIONS AND INFO:**
○ Explain the activity instructions to the group	**Hand out** one activity sheet and a felt tip pen per person **Explain** that you will be reading out activities. If students normally or regularly use their phone or tablet during those activities, they **should colour in** one section of the battery on the sheet ○ If anyone fills up their battery, give them a new sheet	

	STEP 2	
OBJECTIVE: ○ Reflect on how often we use connected devices	**ACTION:** 💬 **Start the activity! Read out** the following activities and ask students to colour in their battery if it refers to them: ⟶	**QUESTIONS AND INFO:** **Colour in your battery if you often use your phone/device:** ○ As soon as you wake up ○ On the toilet ○ In the shower ○ When you are on the bus or train ○ When walking ○ When crossing the street ○ When talking to friends ○ During class ○ During break time ○ When doing sports ○ When doing homework ○ When eating dinner ○ When watching TV ○ When talking to family ○ One hour before going to bed ○ In bed
	STEP 3	
OBJECTIVE: ○ Reflect on the activity and on students' attitudes to how often they use technology	**ACTION:** 💬 When finished **ask** the students: how full are your batteries? **Ask** reflection questions… ⟶ ○ Ask students to **put their hands up** if they think the following: ⟶	**QUESTIONS AND INFO:** ❓ What would you say it means if your battery is completely full? ❓ Do you think there could be any downsides to using your device at any of these times? --- ○ You don't use your devices enough ○ The amount of time you spend on your devices is

about right

○ You spend too much time on your devices

Ask: if you thought you might be using your devices a bit too much and wanted to **moderate** your use, what could you do?

○ **Write** answers on the board

○ Use these suggestions to help you...

Suggestions

○ Turn on airplane mode, e.g. during lessons or when doing homework

○ Turn on silent

○ Turn off notifications

○ No phone zones (toilet, dining table)

○ Use an alarm clock instead of phone alarm

○ Turn phone off when you go to sleep so you're not tempted to use it all night

○ Deleting certain apps that you don't enjoy using anymore

C. Digital Detox Scenarios *(10 minutes)*

LEVEL 2

Skills:

Teamwork　　Research & Writing　　Reflection　　Enquiry & evaluation　　Digital Literacy　　Argument formation
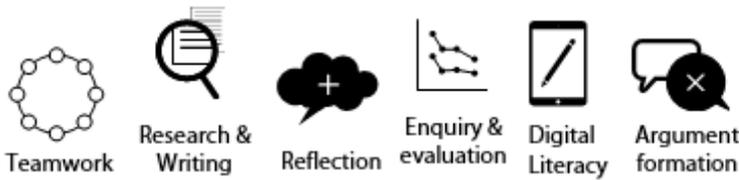
Summary: In this activity, students act out role plays which explore how other people might feel when you use your phone or device in different situations.

Learning objective:

Students will show an understanding of the functions of social networks and the positives and negatives they bring

Preparation:
Cut out the **scenario cards** in the appendix

Optional: Some students might find it harder than others to act in a role play, so come up with a list of questions and prompts to help them. You should also come up with ideas for each scenario to help the groups

Running the activity:

STEP 1		
OBJECTIVE:	**ACTION:**	**QUESTIONS AND INFO:**
○ Explain the scenario activity	**Say:** in this activity we'll be looking at how other people might feel about you using your phone or device in different situations **Explain the instructions:** ⟶	**Activity instructions:** ○ We will be working in groups of four for this activity. Each group will be given a situation that they have to act out ○ Two members of each group will play the 'phone users'. They should act out a 30-second scenario based on their card

		○ Once they have acted out their scenario, they can swap over ○ Be Strong Online Ambassadors will go round the group to help
	📄 Next, separate students into **groups of four**. Give each one a **scenario card.** ○ Give them **4-5 minutes** to act out their scenarios.	

STEP 2		
OBJECTIVE: ○ Reflect on what the students learned from playing the parts of the characters in these scenarios	**ACTION:** ○ After 4-5 minutes, ask if anybody would like to **demonstrate** to the rest of the class (optional) 👁 **Show the reaction slide** on the PowerPoint 💬 Ask each group to **explain** what their scenario was about. Then **ask:** ⟶	**QUESTIONS AND INFO:** - ❓ Do you think using a phone/device in your scenario was OK or not? Why? ❓ Which of these words would you use to describe using a phone/device in that scenario? (See reaction words below) 　　○ Why? 　　○ Would anyone disagree? **Reaction words** ○ Rude ○ Funny

		○ Unfriendly ○ Respectful ○ Inattentive ○ Friendly ○ Harmful ○ Distant ○ Helpful ○ Disrespectful

STEP 3

OBJECTIVE:	**ACTION:**	**QUESTIONS AND INFO:**
○ Reflection	○ Finally, **ask:** ⟶ ▮ Then **explain** the message behind this activity: ⟶	⬛? What do you think the non-phone users in your scenario were thinking? ○ Other people might think you're not paying attention to them if you're on your phone or device ○ This could hurt their feelings or, worse, make a bad impression if you are speaking to someone like a job interviewer or boss

D. Distraction Game – *10 minutes*

LEVEL 3

Skills:

Public Speaking   Enquiry & evaluation   Digital Literacy   Reflection

Summary: Reflect on the way we perceive social media posts, whether our perceptions are true to reality, and about what other people feel like when posting on social media.

Learning objective: You will discuss whether phones and devices can distract you from tasks which require concentration	**Preparation**: You will need Post-It notes (around 3 per student). Load the 1 minute countdown video: www.youtube.com/watch?v=60RiDg71W7A Set up a desk with two chairs at the front of the room facing the rest of the class. Print off 2 **Word Search sheets (see appendix)**

Running the activity:

STEP 1		
OBJECTIVE:	**ACTION:**	**QUESTIONS AND INFO:**
○ Set up the distraction game	○ Pass the Post-It notes around. Ask **for two volunteers** who would like to complete a word search challenge. Ask them to **sit at the front** **Explain:** the rest of the class are going to play the role of a smartphone or tablet **Say:** the Post-Its represent notifications	

	The class should spend 10 seconds writing three types of notification on 3-5 Post-Its *(e.g. tagged photo on Facebook, group chat message on WhatsApp, Instagram 'like', etc.)*	
STEP 2		
OBJECTIVE: ○ Explain the distraction game instructions and get it started	**ACTION:** ○ Separate the class into two groups. They should **form two lines** facing the volunteers at the front. 💬 **Explain** the instructions: → 📝 When everyone understands, give the volunteers their word search sheets and **start the countdown timer video!** ○ The winner is the 'wordsearcher' who found the most words	**QUESTIONS AND INFO:** ○ The two volunteers will be trying to complete a word search in one minute ○ When the 'wordsearchers' start their challenge, you will try to distract them by placing your 'notification' on their page and make a notification noise ○ You should then move to the back of the line, ready for your next turn. Try to do this as quickly as possible ○ The 'wordsearchers' have to try to move the notifications off the page whilst completing the word search so that they're not distracted

STEP 3		
OBJECTIVE:	**ACTION:**	**QUESTIONS AND INFO:**
○ Reflect on whether students found the 'notifications' distracted them from their task	Finally, **ask:** ⟶	❓ Why do you think we did this activity? ❓ Do you think your phone or device can be distracting? Why/why not? ❓ When would it be a problem if you were distracted by notifications? (e.g. doing homework, during lessons, when having an important conversation…) ❓ What would you do if you had to concentrate on something to stop your device from distracting you? **Suggestions** ○ Turn on airplane mode, e.g. when you're having an important conversation or when doing homework ○ Turn on silent ○ Turn off notifications ○ No phone zones (toilet, dining table) ○ Use an alarm clock instead of phone alarm ○ Turn phone off when you go to sleep so you're not tempted to use it all night ○ Deleting certain apps that you don't enjoy using anymore

4. Follow-Up & Feedback (10 minutes)

Finally, <u>hand out</u> the following to students;
- ○ **Follow-up activity sheet**
- ○ **Student information sheet**
- ○ **Parent information sheet to take home**

Go over the follow-up activity:
- ○ Explain the activity to the group
- ○ Let students know when and how you will get their <u>feedback</u> on the activity

To complete the session, ask for feedback to see what went well and what could be improved next time.

You could cut out the following sheet and ask students to complete this anonymously:

What I enjoyed about the session:
_____

_____

_____

_____

What could have been better:
_____

_____

_____

_____

Well done, that's the end of the session!

Appendix

Follow-Up Activity Sheet
Deal or No Deal Cards
Activity A – Sleep Memory Cards
Activity B – Battery Sheet
Activity C - Scenario Cards
Activity D - Distraction Word Search

Digital Detox **Follow-Up Activity Sheet**

A study found that **four in ten** internet users think they spend too much time online, and some said that this had an impact on their sleep or got in the way of them talking to friends or family.[2]

Challenge #1 is to keep a diary of how much you use the internet in one day.

Fill in the bubbles below with when you use a phone, tablet or computer in 24 hours (e.g. walking to school, in lessons, whilst eating dinner....):
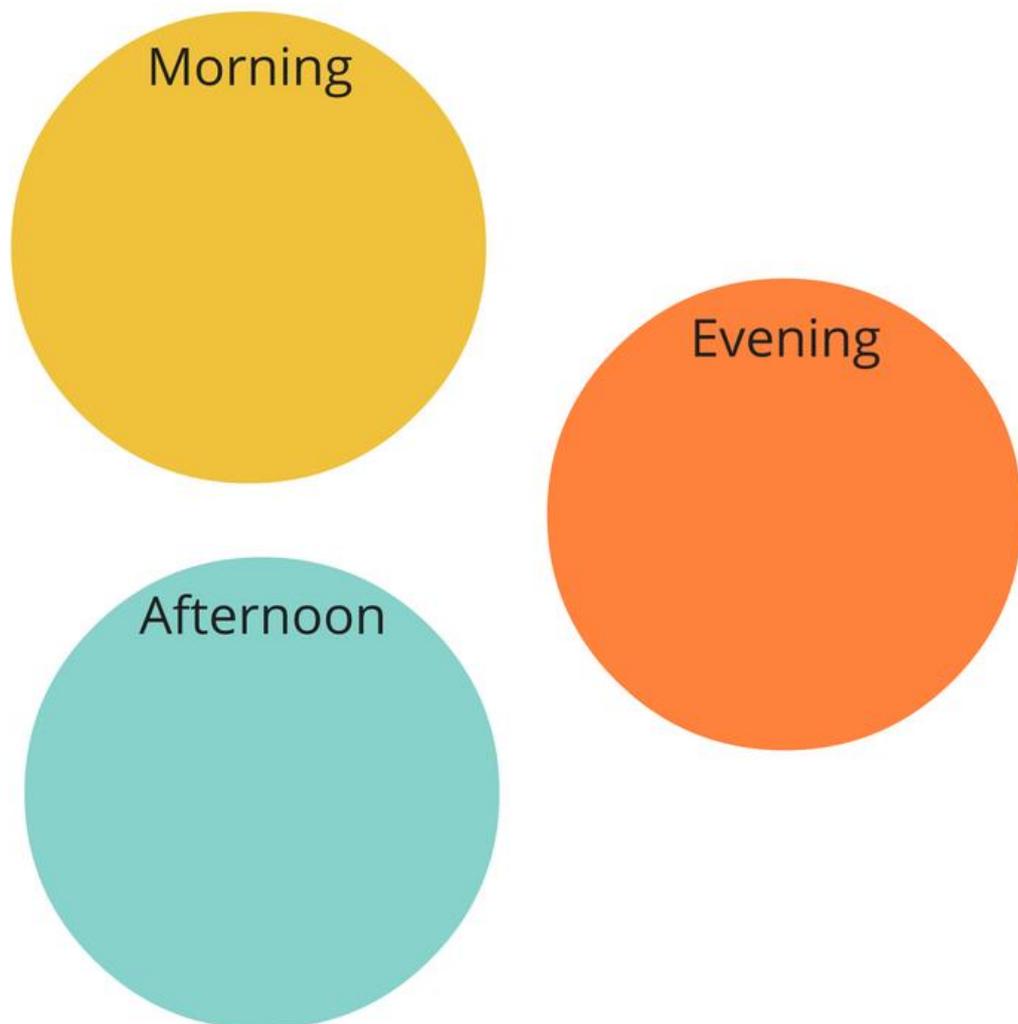
Morning

Evening

Afternoon

[2] http://stakeholders.ofcom.org.uk/binaries/research/cmr/cmr16/bitesize.pdf

Challenge #2: take your own 'Digital Detox'!

How long do you think you could go without using the internet or technology <u>at all?</u>

How long I think I can last:

_____

How long I actually lasted:

_____

How I found the Digital Detox:

_____

_____

_____

_____

What I learned from this challenge:

_____

_____

_____

_____

Intro Discussion – Deal or No Deal cards

Print off enough sheets and cut them out so that each student has one 'Deal' and one 'No Deal' card:

NO DEAL

NO DEAL

DEAL

DEAL
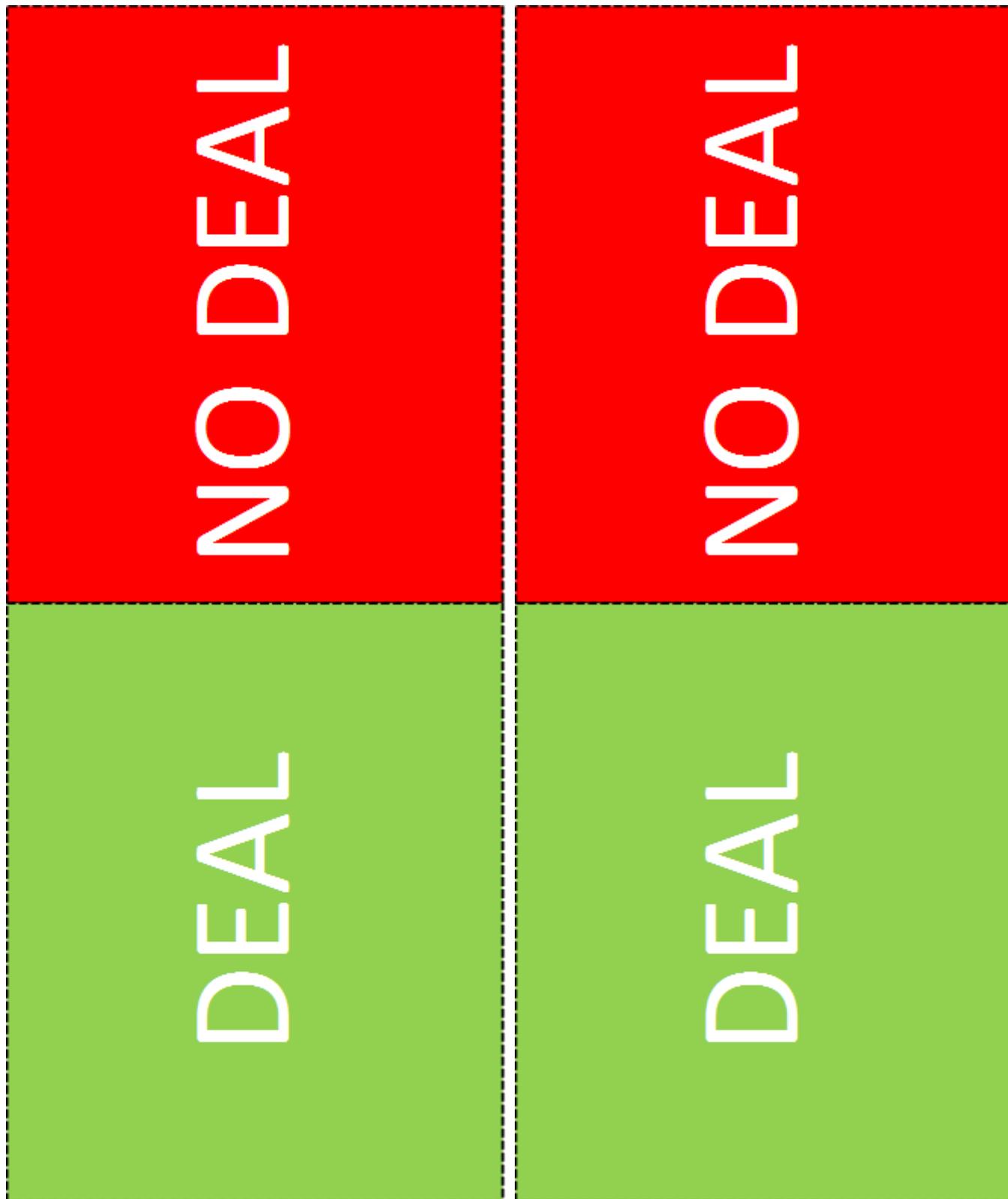
Print 1 copy of these three sheets per pair. Then cut out the cards and put them in an envelope.

More likely to develop depression	More likely to develop depression
Falling asleep during the day	Falling asleep during the day
More likely to catch cold and flu	More likely to catch cold and flu

Higher risk of injury and accidents	Higher risk of injury and accidents
More likely to develop anxiety	More likely to develop anxiety
Feeling irritable and moody	Feeling irritable and moody

Finding it hard to focus at school	Finding it hard to focus at school
Higher risk of long-term health problems	Higher risk of long-term health problems

Activity B – Day in the Life of a Device

Fill in a section of the battery whenever you hear a time when
you use your phone regularly!

Ran out of space? Ask for one more battery sheet to fill in.
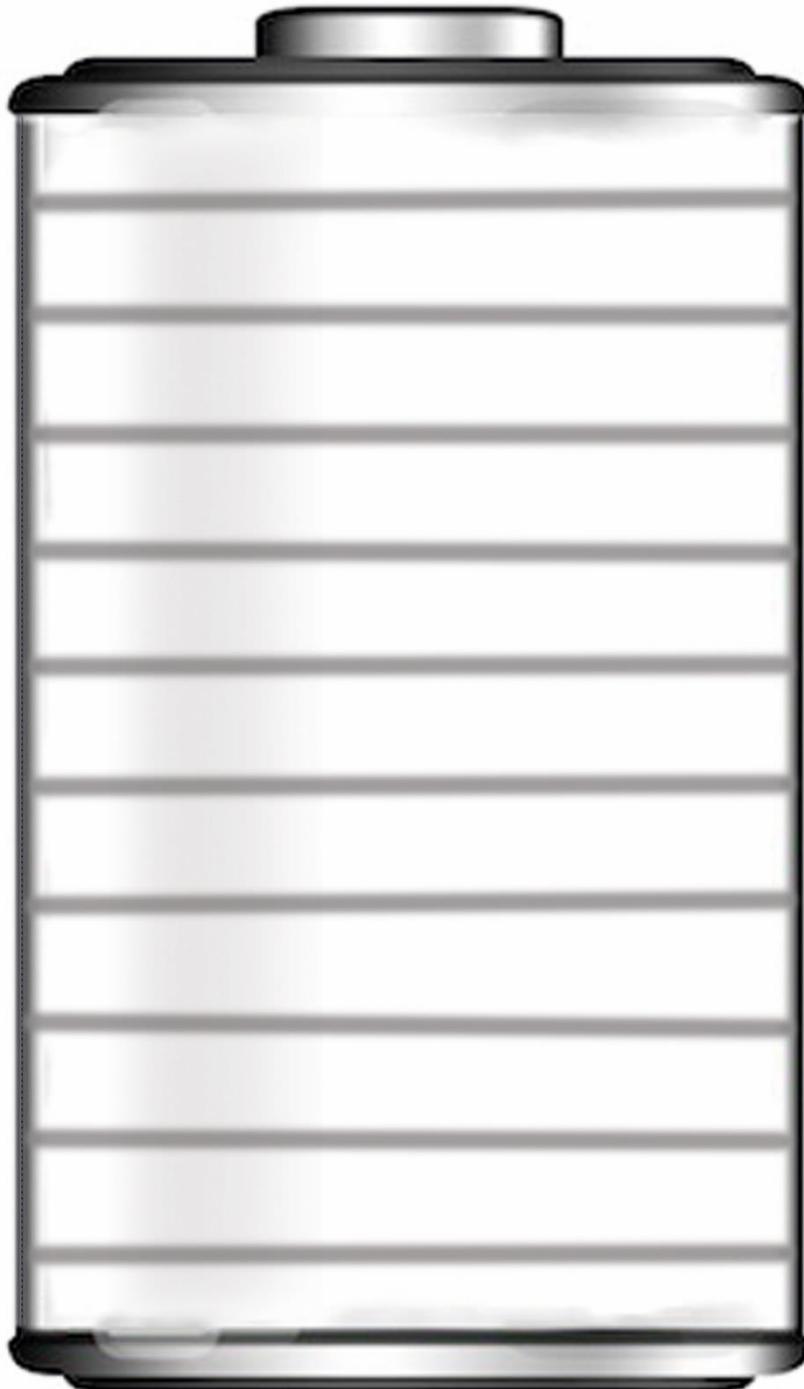
Dinner with family
2 parents/guardians,
2 phone users

Job interview
2 interviewers,
2 interviewees using phones

Dinner with friends
2 friends trying to chat,
2 phone users

At work
2 bosses,
2 employees using phones

Classroom
2 teachers,
2 students using phones

At the supermarket
2 checkout assistants using
phones, 2 shoppers

Activity D – Distraction Game Word Search
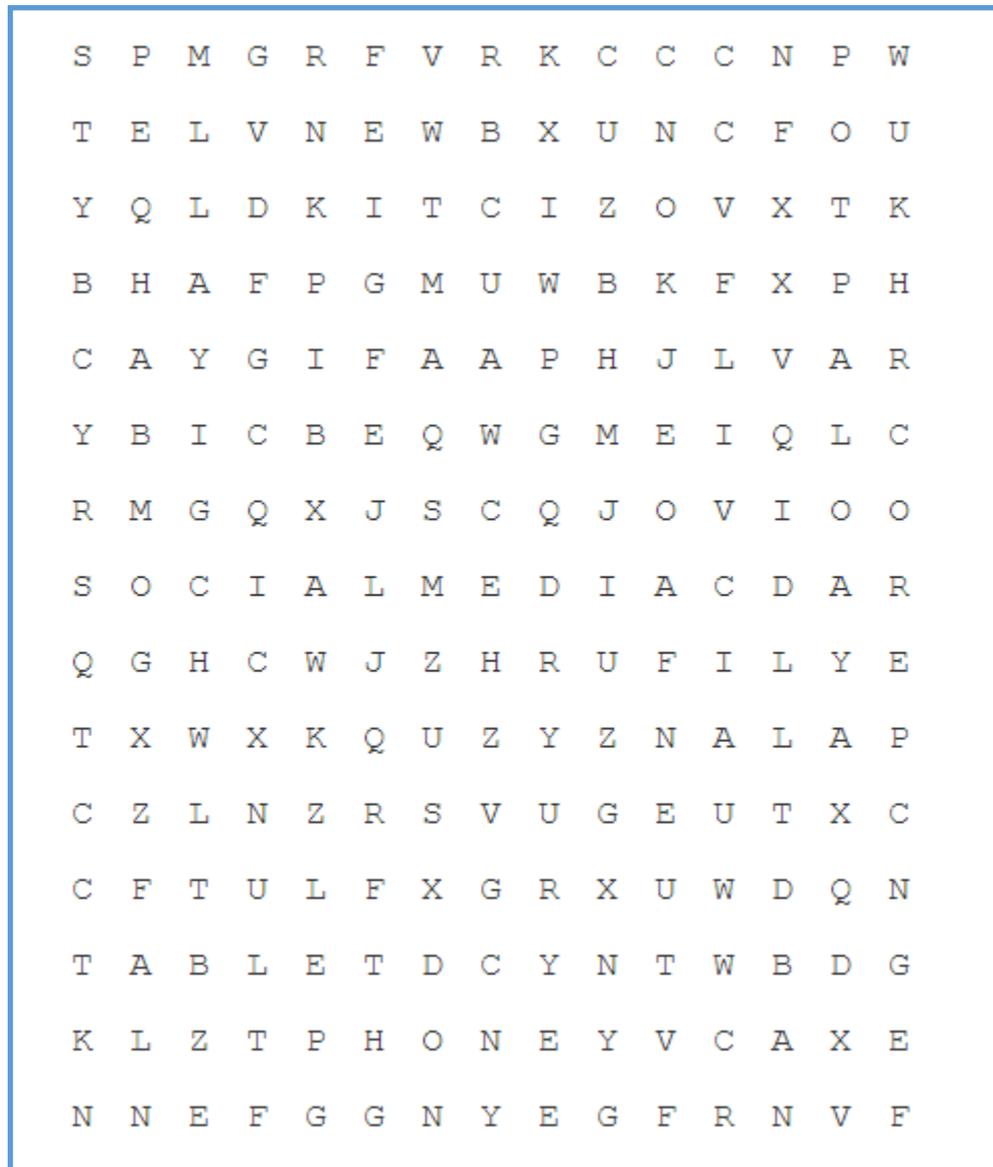
```
S P M G R F V R K C C C N P W
T E L V N E W B X U N C F O U
Y Q L D K I T C I Z O V X T K
B H A F P G M U W B K F X P H
C A Y G I F A A P H J L V A R
Y B I C B E Q W G M E I Q L C
R M G Q X J S C Q J O V I O O
S O C I A L M E D I A C D A R
Q G H C W J Z H R U F I L Y E
T X W X K Q U Z Y Z N A L A P
C Z L N Z R S V U G E U T X C
C F T U L F X G R X U W D Q N
T A B L E T D C Y N T W B D G
K L Z T P H O N E Y V C A X E
N N E F G G N Y E G F R N V F
```

CODING	GAMING	COMPUTER
LAPTOP	SELFIES	PHONE
SOCIALMEDIA		TABLET

Created by Puzzlemaker at DiscoveryEducation.com

Solution

```
S + + G R + + + + + + + P +
+ E + + N E + + + + + + O +
+ + L + + I T + + + + + T +
+ + + F + + M U + + + + P +
+ + + + I + + A P + + + A +
+ + + + + E + + G M + + L C
+ + + + + + S + + O + + O +
S O C I A L M E D I A C D + +
+ + + + + + + + + + I + + +
+ + + + + + + + + + N + + +
+ + + + + + + + + G + + + +
+ + + + + + + + + + + + + +
T A B L E T + + + + + + + +
+ + + + P H O N E + + + + +
+ + + + + + + + + + + + + +
```

```
(Over,Down,Direction)
    CODING(15,6,SW)
   COMPUTER(12,8,NW)
    GAMING(9,6,NW)
    LAPTOP(14,6,N)
     PHONE(5,14,E)
    SELFIES(1,1,SE)
  SOCIALMEDIA(1,8,E)
     TABLET(1,13,E)
```

OUR PROGRAMMES...

Diana Award

www.diana-award.org.uk   @dianaaward

Network/Training & Mentoring

www.facebook.com/thedianaaward   @dianaaward

Anti-Bullying Ambassadors

www.facebook.com/antibullyingpro   @antibullyingpro

PLEASE SUPPORT OUR WORK!

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