Tech Control Live Your Life

KS5 (6th form)

Lesson Plan Overview

Created by Digital Awareness UK in partnership with HMC, '**Tech Control – Live Your Life**' is the first in a three-part series of new classroom resources created to help promote the healthy and positive use of technology.

The Tech Control resources encourage students to come up with practical solutions to help ensure technology has a productive influence on their overall health and wellbeing. This is achieved through the promotion of digital resilience, critical thinking and digital awareness.

Aim

This lesson plan aims to encourage students to think critically about how addictive behaviours can be damaging from a physical, emotional and social standpoint and empower them with solutions to protect themselves.

Outcomes

- Students will understand what addiction is and how we can become addicted to technology
- Look at how they are using technology and the positive or negative impact it's having on their health and wellbeing
- Understand how they can prevent themselves from succumbing to addictive behaviours so that technology can be enjoyed

Materials

Appendix 1) Tech Control video
Appendix 2) Addictive by Design introduction
Appendix 3) Advice Memes template

Lesson breakdown | 55mins

Part 1 | Discussion

Tech Consumption & Addiction - How technology is used in our daily lives reflecting on personal use

5 minutes

Part 2 | Video

Tech Control video created by HMC and Digital Awareness UK - An educational video promoting the responsible use of technology

5 minutes

Part 3 | Discussion

Break the Habit - Recapping on lessons learned from the video

10 minutes

Part 4 | Discussion

Addictive by Design - Exploring how websites and apps sometimes encourage addictive behaviour

10 minutes

Part 5 | Activity

Tech Control Advice Memes - Students create a series of memes offering tips on how to manage technology effectively and present ideas to the class

20 minutes

Part 6 | 5 minute plenary

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A series of classroom resources created to help promote the healthy and positive use of technology.

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Part 1 | 5 minute discussion

Warm up the group by asking what a typical day using technology looks like – how many devices they have, what games or social media sites/apps they use, for what purpose, when and for how long? A study conducted by Childwise in 2016 revealed that in the UK, 15 to 16 year olds spend an average of five hours per day online. As a class, it may be interesting to calculate how many hours on average students spends using technology each day against this statistic. Ideas for conversation starters:

- What technology (devices, apps, games etc) do you use each day?
- How much time do you spend individually and as a class using technology?
- How many times do you check mobile devices throughout the day?
- Do we feel we are in control of our technology or is technology in control of us?

When addiction is discussed in PSHE it is often part of a conversation linked to alcohol or drug use for example. Challenge students to question if they would consider themselves to be addicted to technology by sharing this definition of addiction:

"Being physically or mentally dependent on a particular substance or activity"
Oxford Dictionary

Part 2 | 5 minute video

Play the Tech Control video (see appendix 1), which was developed to highlight how technology can enhance and disrupt our daily lives. Inform students that this video was created following research conducted by HMC and Digital Awareness UK in 2017, which discovered that the two biggest concerns young people have about being online are the impact it has on their sleep and how addictive it can be. There is also much concern around how technology affects their social skills.
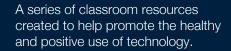
Part 3 | 10 minute discussion

To ensure students have understood the learnings communicated in the Tech Control video, once the video has been played, question students on whether they can relate to any of the scenes in the video and if so, how are they trying to mitigate against the issues highlighted.

> **!** Teachers should be aware of the school's device/acceptable usage policy before advising on issues such as screen time.

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Part 4 | 10 minute discussion

Show the images featured in the appendix 2 to students. Explain that there are features within many of the social media apps and websites that we use, which could be considered to encourage addictive behaviours. Or could be considered to be genuinely useful features.

Examples featured in appendix 2:
- 'Snapchat 'Streaks'' may encourage you to keep sending a 'Snap' to a friend over consecutive days
- 'Up Next' videos that automatically play after you've watched something on YouTube may encourage you to keep watching
- The recent trend in 'live' content, driven through platforms like Periscope, HouseParty, Instagram Live, Snapchat Stories or Facebook Live can make us feel like we are missing something if we aren't connected at that moment in time
- On Whatsapp, 'Read Receipts' allow senders to see if you've read the message they've sent you, which could make you feel pressured to respond

Ask students to have a discussion about whether they feel social media apps/sites are encouraging addictive behaviours, or if they think these are creating genuinely useful features that weren't necessarily developed to make us addicted to them. They may have other opinions on this but the aim is to get students to think about what the catalysts for addiction could be so that they have awareness moving forwards.

Part 5 | 20 minute activity

Internet memes are pieces of content (often in the form of an image and a caption), which spread from person to person via the internet and have become extremely popular on social media.

Meme generators are often used to create your own meme by selecting an image and entering a caption, which can then be shared with others (see example above in appendix 3).

In appendix 3 there is an Advice Meme template featuring today's most popular memes, which can be handed out to students. Using this template, they can create their own memes in groups, offering advice around how to manage technology effectively.

Challenge students to think about advice they could be offering such as not using technology at meal times or activating 'do not disturb' when you study. Give them 15 minutes to populate the template and set five minutes aside for students to present ideas back to the class.

Plenary

Recap on learnings from the lesson:
- Students should know what the signs of addictive behaviour are and whether they are using technology in a healthy or unhealthy manner
- Students should know how technology can sometimes be created to drive addiction as well as enhance our lives
- Students should know what steps to take to ensure they can effectively manage and enjoy using their technology