



### What and Why?

The critical reflection on the personal media use including the areas of life in which digital media are used and duration and frequency of use of individual media helps to develop appropriate strategies for responsible media use.

Rules and guidelines help to use digital media in a responsible way and avoid digital stress.



### Responsible Media Use – Facts, Reflection and Strategies

#### Think and discuss



Critical Reflection on the personal media use based on the following questions:

- How much time do you spend on daily internet use?
- What kind of media do you daily use the internet for?
- What kind of media do you use every day/ weekly/ seldom?

#### Smartphone functions for checking the personal use of digital media



Fact learning on:

- How to check your screen time on your device.
- How to set limitations to apps.
- My media plan (creating personal pie chart on (internet) time spent daily)

#### Reflection on time limitation



Critical reflection on the use of time limitation functions:

- For which apps would you recommend to set the time limit? Why? Why not?
- Talk to your peer and share the results with the group.



## Facts on Responsible Media Use (Guided self-learning phase)



Share the interactive H5P book for guided self-learning phase on the following topics:

- What is digital stress? How does digital stress arise?
- What is FOMO (Fear of missing out)? What are reasons for FOMO?
- Characteristics of dependence on digital media and warning signals
- Tips to avoid digital stress
- Final quiz on the topic



## Transfer to personal habits

- Reflect on your personal digital stress level. What are your stress factors?
- Create a personal list of resolutions to minimize the personal digital stress level.
- Discuss your personal list of resolutions with your partner.



## Argumentation on digital Stress and FOMO

Try to find arguments on how to avoid digital stress. You can use the rolecards provided for this exercise.

- Internet research on strategies to avoid digital stress in group
- Prepare arguments for the different roles in groups.
- Act out the roleplay in class.
- Discuss the arguments in group.



## Personal relevance of the topic

Transfer your personal learning to your personal portfolio. Reflect on this module's content. Try to answer this question:

- What is important for me as a DigiCoach?
- How do I bring it to class?



## Lesson Plan

### Materials:

- Computer and iPad with internet access for each learner
- Projector or large screen for demonstrations
- Worksheets
- Roleplay cards
- Book Creator Portfolio (Template to share with the students)

### Lesson Plan

You can pick and choose from among the prepared activities. Please tailor the lesson to the individual need of the Digi Coach you are training.

The times allocated to each activity are rough estimates and it can vary depending on the group.

### Activity 1 (5 minutes)

#### Introduction and Warm-up (5 minutes)

1. Discuss the importance of responsible media use.
2. Begin with a group discussion about habits in using digital media.
3. Ask learners if they already know facts about responsible media use.



## Activity 2 (25 minutes)

### Video impulse (25 min)

Watch the video in group first. Ask the students to answer the questions afterwards in a group discussion.

- Which digital media do the persons use?
- At what moments do the persons feel stressed?
- Why do they feel stressed?
- Collect important keywords on a flipchart or digital whiteboard.

## Activity 3 (25 minutes)

### Query on own media use (25 min)

You can use paper & pencil or a digital survey tool. Reflect and discuss the results in group. Every participant tries to fill in the survey (analogue or digital). If some expressions are unknown, try to help and explain the words. Try to create a big picture of the results. Using a digital tool helps to create a bar diagramme easily. Discuss the results in group.

- What is (moreless) the same for everyone?
- Where can we find differences?
- And why are there differences??

## Activity 4 (45 minutes)

### Estimation of own media time (analogue / digital)

Determining the time spent in the individual areas of a day.

## How I spend my daily time

Use the worksheet for this task. The student should try to transfer the time they use up for daily things into the pie chart.

Talk to the group first about daily time resources.

- You can use your own daily schedule as an example.
- Show the students on a worksheet how to transfer the daily time slots to the pie chart on the worksheet.
- Hand out the worksheets to the students.
- The students transfer their daily time slots.
- Discuss the different versions of pie charts in group (with the focus on the media time).

## Applications to control the screentime

If the students do not already know it show them how to check the personal screen time on the own device (functions on iPhone / iPad / android).

- Ask the students what they already know about special functions for time control (time out /app limits /communication limits).
- Discuss in group the different possibilities to set restrictions or allow all functions.
- Where does it make sense?

## Compare the screentime

Compare the results of the screentime check on the device to the estimated screentime on the pie chart.

- Was the estimation realistic?
- Why? Why not? (Possible reasons for differences)
- Do you have hypotheses about this?

## Activity 5 (45 minutes)

### Facts on healthy and responsible media use (45 min)

1. Share the interactive eBook (LUMI) on the topic to your DigiCoaches for self-paced learning.
2. The interactive eBook contains facts on the following topics: responsible use of digital media /digital stress and coping strategies / FOMO (fear of missing out).
3. You can provide a padlet to collect further links and questions to the topic there.

## Activity 6 (80 minutes)

### Share the tasks for the roleplay (10 minutes)

1. There are different roles for the roleplay: Alex, Alex' parents and at least one close friend of Alex.
2. For all the further tasks it is necessary that the group is aware of the role.
3. Form groups of 2-3 students.
4. Share the roleplay cards with the groups.
5. Discuss the descriptions with the group to make sure that everyone is aware of the role.

### Research on facts (20 min)

For this task it can be helpful to prepare suitable web resources and texts for the students (content curation, provided on digital pinboard like Padlet).

1. The students should research on the facts in the provided sources to prepare suitable arguments for their role.
2. Together in the group they try to formulate the arguments as preparation for the roleplay.

### **The Roleplay (30 min)**

Every group must decide now who of them is acting out the described role in the roleplay.

1. If there is more than one person who wants to act out in the roleplay, there could be two rounds.
2. The students act out the roleplays now (min.3: Alex – mother, Alex – father, Alex – close friend)
3. The students who do not want to act out the role observe the situation and try to take notes.

### **Reflection on the Roleplay (20 minutes)**

Together in group all students reflect on the roleplay and the arguments.

- What arguments are helpful in this situation?
- What is helpful for me? What are new learnings?
- Things that I will care more about in future ...
- What is necessary to know for me as a Digital Coach?


## **Activity 6 (20 minutes)**

### **What is important for me as a Digital Coach? (20 min)**

- The students reflect on important points for future Digital Coaches of this lesson.
- They transfer these important points to the personal portfolio.
- The format for documentation is free.


SAID 2.2\_Wieviele Internet ist gesund?

**Reflexionen**



Umfrage zur Begrenzung

**Digitaler Stress**




**Ao waren bist ich abhängig von meinem handy?**

Nur mit einem Handy (1) bis zu mehreren (5) (1 bis 5)  
 abhängig von meinem handy? (1 bis 5)


Beispiele: Ich...  
 zeit wieder nur auf das handy verlassen bin und es wichtig ist, um kein handy (abhängig) zu sein?

**FOMO**



**Was bedeutet FOMO?**


Fear Of Missing Out (FOMO) is the anxiety or stress you feel when you think others are having fun or enjoying life without you.



**Kannst du JOMO?**

The JOMO (Joy Of Missing Out) is the opposite of FOMO. It is the joy of missing out.

**Digitaler Minimalismus**



**Was ist digitaler Minimalismus?**


A philosophy of technology use centered around the idea of intentional living.

**Was machen wir gegen digitalen Stress?**

**Siehe schwarze hier eure stress, wie rein digitalen Stress reduzieren kann.**

- Beispiele: ich...  
Stressreduzierende Apps verwenden
- Beispiele: ich...  
Stressreduzierende Apps verwenden

**Mittel gegen Handystress**



**Rollenspiel**

**Argumente der Eltern:**  
 Mein Kind wird nicht auf die Schule konzentriert, es ist immer müde. Digitaler Stress, es sollte phone wegnehmen an der frische Luft.

**Mein Argumente:**  
 Ich möchte nicht verstehen, ich möchte mehr über stress wie nicht mehr Vorleser mit sprechen. Ich möchte mit ausgeglichener werden.