Health, wellbeing and lifestyle: what is it?

As described in the UKCCIS 'Education for a Connected World' framework, this unit "explores the impact that technology has on health, wellbeing and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them."

Introduction to the unit

This unit covers the negative impacts that technology can have on a person's health, wellbeing and lifestyle. As a result, students will be able to understand and implement strategies for keeping safe and healthy.

Key learning outcomes

✓ To know the laws regarding online content, such as pornographic content or content that incites unhealthy or negative behaviour such as gambling and alcohol abuse.
✓ To describe the positive and negative impacts of technology on health and wellbeing.
✓ To understand that there are some sites that promote unhealthy coping strategies or offer harmful or incorrect advice.
✓ Know who to talk to if they feel that they are at risk of being influenced by such sites.

Key words

- PEGI
- BBFC
- Health
- Wellbeing
- Lifestyle

Resources

- Weblinks to articles and videos included within activities

Challenge for more able pupils:

Ask pupils to record their own online habits for a week and evaluate the impact of spending less time on technology on their health.

Learning style predominance of pupils:
(This space is left blank for the teacher to fill in)

SEN provision:
(This space is left blank for the teacher to fill in)

Learning style:
Discussion, research and evaluation

Approximate time altogether:
1hr

Activity 1

Key learning objectives:
To be able to…
- ✓ Describe the laws around age related access to certain types of content online, including pornographic content, sexting, and online advertisements (promoting gambling or alcohol abuse)

Key learning outcomes:
Pupils will know the laws regarding age-restricted content and will evaluate the importance and effectiveness of these laws.

Key questions:
- What are the laws regarding age-restricted content?
- What are the laws regarding sexting?
- What are the laws regarding advertising to children and young people?
- What is the purpose of these laws?
- What would happen if these laws were broken?

Laws regarding online content

Split the class into groups of 3-4. Ask groups to focus on one of the chosen topics below. They must research their topic and, in their groups, create a memorable presentation that discusses:
(1) What their topic is (2) What the dangers are for young people (3) What the laws are regarding their topic (4) Examples from the news of when these laws have been broken.

Topics:
- Age-restricted content (BBFC & PEGI)
- Sexting
- Online advertisements

Extension activity
Ask the class to read the article 'Sky News: Porn viewers will have to prove age as online law passes, January 2019'. Link: https://news.sky.com/story/porn-websites-to-check-uk-users-ages-as-law-passes-11604331
As a class, discuss what this means for children and young people.

Reflection questions
- Why is this law being introduced?
- Will this law stop underage people viewing this content? Why?
- What are the benefits of this law being introduced?
- What are the sanctions for people under the age of eighteen viewing this content?
- Do you believe this law will bring any negative backlash?
- What are your opinions of this law?
- What negative impacts can viewing this content have on children and young people?

Time taken:
20 minutes

Key learning objectives:
To be able to…
- ✓ Reflect on how technology makes me feel.
- ✓ To create rules that I can implement into my daily routine to help manage my use of technology and promote a healthier relationship with my devices.

Key learning outcomes:
Pupils will reflect on their own online habits and understand how technology can have both a positive and negative impact on health and wellbeing. Pupils will create an awareness campaign to help manage their online habits and promote a healthy relationship with their devices.

Key questions:
- How does technology make you feel?
- What would you do without your mobile phones and other devices?
- Do your online habits have any negative impacts? E.g. grumpiness, agitation, headaches, neck and back aches, blurred vision, difficulty sleeping, devices become hot, losing track of time, etc.

Time taken:
20 minutes

Activity 2

The impact of technology

Encourage the class to have a two-minute silence. Ask them to reflect on their own online habits and answer the following questions:
- How does technology make you feel?
- What would you do without your mobile phones and other devices?
- Do your online habits have any negative impacts? E.g. grumpiness, agitation, headaches, neck and back aches, blurred vision, difficulty sleeping, devices become hot, losing track of time, etc.

As a class, create a table that lists both the positive and negative impacts of technology use. Go through each of the negative impacts individually and list strategies to avoid/help those issues.

Extension activity:
Ask pupils to work in pairs or small groups to create a social media marketing campaign that focusses on one of issues mentioned within your positive/negative table. They must discuss (1) What the issue is (2) The risks involved for children and young people (3) Preventative techniques to help prevent/reduce the risks.

Alternatively, ask pupils to create their own survey questions to find out more about how technology is impacting their peers. Allow them to question each other. With their results, they must suggest tips and strategies to help and support their peers from any potential risks/ pressures they face within school and outside of school.

Activity 3

Key learning objectives:
To be able to…
- ✓ Identify that some online content may offer harmful or incorrect advice.
- ✓ Identify and assess features that might indicate that a site or social group could negatively impact on wellbeing.

Key learning outcomes:
Pupils will understand that online content may promote unhealthy or incorrect advice. Pupils will create a list of strategies to help them assess the credibility and usefulness of content they view online.

Key questions:
- Why might vulnerable people choose to take notice of unhealthy advice?
- Why might a person share or create false/unhealthy advice?
- How can social media or false websites negatively impact an individual's wellbeing?
- What is your opinion on this topic?

Harmful online advice

As a class, read the two BBC News articles below:

- 'Instagram eating disorder content 'out of control', Angus Crawford, March 2019'
Link: https://www.bbc.co.uk/news/uk-47637377

- 'Child advice chatbots fail to spot sexual abuse, Geoff White, December 2018'.
Link: https://www.bbc.co.uk/news/technology-46507900

Reflection questions
- Why might vulnerable people choose to take notice of unhealthy advice?
- Why might a person share or create false/unhealthy advice?
- How can social media or false websites negatively impact an individual's wellbeing?
- What is your opinion on this topic?

In pairs, ask pupils to create a list of tips they can follow to help them evaluate the validity and usefulness of content they may be exposed to online.

Time taken:
20 minutes