What fills your bucket?
Mindful media consumption

eSmart
DIGITAL LICENCE
Join us on the quest!

40 min ×2

This lesson can take up to 80 minutes. It is recommended to break it down into two shorter 40 minute lessons.

Ages 10-12

The lesson has been designed for learners aged 10-12. The "checkpoints" offer differentiation strategies to scale learning as required.

This lesson has been co-created with Dr. Chloe Gordon, Senior Lecturer at the Institute for Positive Psychology and Education, Australian Catholic University, a former primary school teacher who specialises in research and teaching on media literacy, wellbeing, and digital flourishing.

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This lesson is part of the eSmart Digital Licence program

By completing just four engaging lessons, including this one, your class can earn their eSmart Digital Licences—signalling their understanding of safe and responsible online behaviour. Start now and guide your learners toward becoming confident and positive digital citizens.

Learn more about the program
be.esmart.org.au/digital-licence/overview
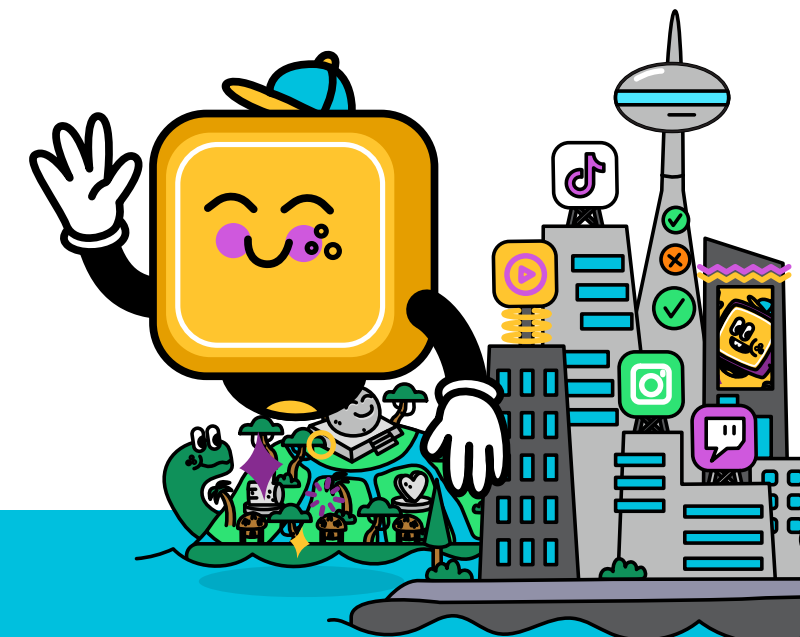
Overview

In this reflection lesson, learners will think about how the online content that they consume and engage with may affect their feelings and wellbeing. They will look at what online content makes them feel good—those that 'fill their bucket'—and the content that may detract from their sense of wellbeing.

This lesson aligns with and promotes several principles from the <u>United Nations Convention on the Rights of the Child</u>, including the right to mental and emotional wellbeing (Article 24), and the right to freedom of expression and safe participation (Article 13). Through this lesson, learners are supported in making informed, healthy decisions about their online lives, contributing to their overall rights to safety, wellbeing, and responsible access to information.

Setup

- [ ] A place to record learner responses, i.e. whiteboard/interactive whiteboard, or a mind mapping tool.

- [ ] Project the lesson resources onto a central screen.

- [ ] (Optional) Provide a digital version of the slides for learners using assistive technology.

- [ ] (Optional) Create a class display: poster paper and printed assets from the "Class Display Kit".

- [ ] (Optional) Pens, pencils, drawing tools, playdough or communication boards for those that require alternative means of expression.

Learning intentions & success criteria

Learners will:

- Develop an understanding of their right to positive wellbeing when engaging in online spaces.
- Develop skills and behaviours around being mindful media consumers and creators.

These intentions are evidenced when learners can:

- [ ] Identify their right to wellbeing when engaging in online spaces or consuming online media.

- [ ] Identify at least one strategy for online media consumption that positively benefits wellbeing, and one that negatively impacts wellbeing.

Educators will:

- Facilitate reflection on how online activities influence emotions and well-being.
- Model mindful media use and effective discussion around well-being and digital citizenship.

These intentions are evidenced when educators can:

- [ ] Guide learners to articulate their feelings about various online activities and reflect on their impact.

- [ ] Evaluate the effectiveness of the lesson by assessing understanding of mindful online behaviour and engagement in reflective activities.

Educator lesson notes: Media literacy and wellbeing

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Key messages

- Online activities can impact emotions and overall well-being. It's important to notice how we feel during and after spending time online.
- Mindful media use helps us make intentional choices about what content we consume and create.

Media literacy involves the ability to access, analyse, evaluate, and create media in various forms. It plays a crucial role in how children and young people interact with the media they consume. Understanding media literacy is vital for promoting well-being, as it equips learners with the skills to discern the quality and impact of the content they engage with.

Important considerations:

- What is considered positive or negative media content can vary significantly from one individual to another. Factors such as personal preferences, likes and dislikes, motivations, and emotional responses play a vital role in how learners perceive different media.
- Encourage learners to reflect on their own experiences and feelings about the media they consume. This self-awareness helps them recognise what types of content contribute to their well-being and which ones may detract from it.
- Support critical thinking by modelling and enabling learners to question the motives behind media messages. By analysing who created the content and why, learners can better understand bias, stereotypes, and the influence of advertising.
- Discuss (often) how certain media portrayals may impact societal views and personal identity, helping learners develop a more nuanced understanding of the world.

Tips for "checking in"

Media content can trigger a wide range of emotional and physiological responses. Guide learners to reflect on their feelings when consuming different types of media by using the following practical tips to check in with their psychological and physiological well-being.

Pause and Reflect:
Encourage learners to take a moment to pause before engaging with new media. They can ask themselves questions like, "How am I feeling right now?" and "What do I hope to get from this content?"

Body Awareness:
Remind learners to notice their physical sensations while consuming media. Are they feeling tense, relaxed, or distracted? This awareness can help them understand how certain content affects their bodies.

Emotional Check-In:
Suggest that learners reflect on their emotions before and after consuming media. They can keep a journal to note any changes in mood and identify which types of content uplift or drain them.

Set Boundaries:
Encourage learners to set time limits for media consumption. Taking breaks and stepping away from screens can help them maintain a balanced relationship with media.

Talk It Out:
Create opportunities for learners to discuss their media experiences with peers or trusted adults. Sharing their thoughts can foster a supportive environment and help them process their feelings.

Lesson instructions

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1 Child rights and wellbeing

Introductory discussion

Introduce children's rights as part of basic human rights, especially those that protect our health, happiness, and safety.

- Human rights are freedoms everyone has to keep us safe and happy. Children's rights are extra protections for young people, helping them grow up strong and healthy.
- Some of these rights relate to the things we watch and do online. The media we use can affect how we feel and impact our wellbeing.

Activity:

- Visit the UNICEF Australia Youth website (as a class, or individually). Find and download the UNICEF Australia Child Rights poster.
- Research: Which of these rights could be impacted by the media that you play, watch, read or listen to online?
  - Direct learners to Articles 24 and 13.
- Discuss: How might the media we share impact other people's rights?
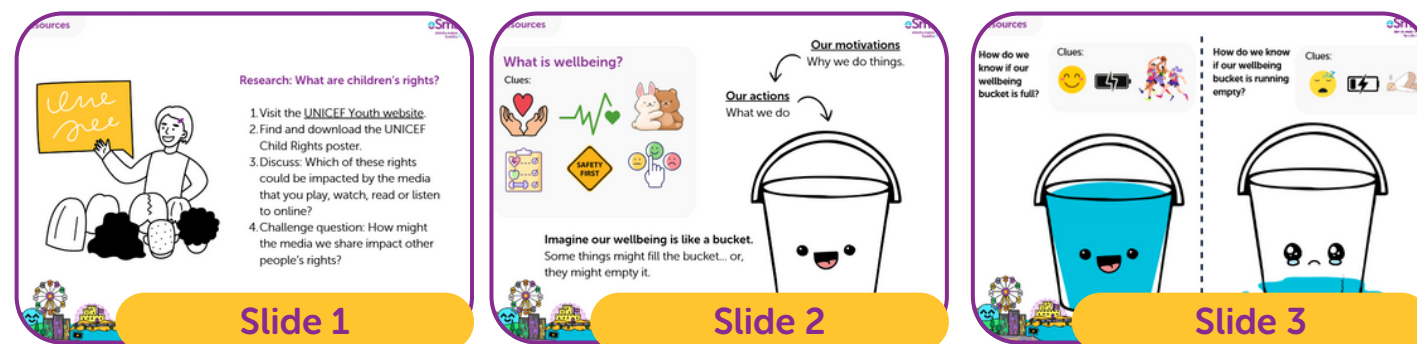
What is wellbeing?

Create a simple definition of "wellbeing" using the visual cues on the slide. Discuss:

- How can things we watch, listen to, play, or read online make us feel?
- Do you think everyone has a right to feel well and be healthy?
- How does feeling unwell affect our ability to enjoy and use our rights?

How do we know if our wellbeing bucket is full or empty?

What are some clues in our body and emotions that show if our "wellbeing bucket" is full or empty? Encourage learners to share their own experiences and ideas.

Checkpoint: Make it work for everyone

Differentiate the lesson by assessing the discussion. Modify instruction as appropriate, based on whether learners can:

- Understand the link between their rights and their sense of wellbeing.
- Contribute to a definition of wellbeing that takes into account actions and motivations.

Options:

- Play the video "What are Child Rights?" by UNICEF Australia to help unpack the concept of child rights.
- Discuss motivations and actions (outside of online spaces) that may contribute to wellbeing; for instance, eating nutritious foods, or practicing sports or hobbies.
- Devise creative/fictional short scenarios based on motivations and actions that may impact wellbeing.

Slide 1

Slide 2

Slide 3

2 What impacts our wellbeing online?

Discussion and mind-mapping exercise

Using the frame provided on Slide 4, discuss how various online activities—watching, listening, playing, and reading—impact their wellbeing. Use open-ended questions and prompts to encourage critical thinking and participation.

For example:

- What kinds of videos or shows make you feel happy or teach you something new?
- What kinds of music or sounds make you feel relaxed or energised?
- What kinds of games help us feel good or learn something new?
- How can playing with friends online be fun? How can it sometimes go wrong?
- What happens when we spend too much time playing games?
- What kinds of things do you like to read online that make you feel good?
- How do we know if something we read online is true or helpful?

Set up the Wellbeing Bucket poster(s)

Individually or as a class, create a Wellbeing Bucket Poster to help remind learners of the good online choices they can make to improve wellbeing. Each poster should contain a bucket and a bin image, which can be drawn or printed using the visual assets provided.

Using the frame provided on Slide 5, ask learners to fill in three "tickets" that they may wish to add to the bucket and one that they will put next to the bin. Three tickets explain online activities that they will be mindful of to increase their wellbeing; one is something they will avoid in future.

Learners can fill out as many tickets as they like, but the next step will be to choose the best tickets to add to the poster(s).
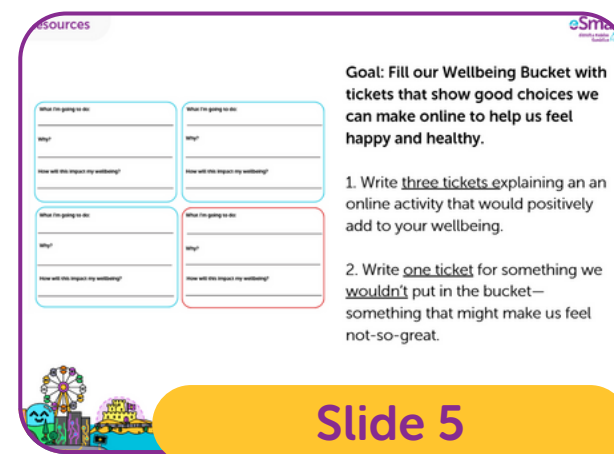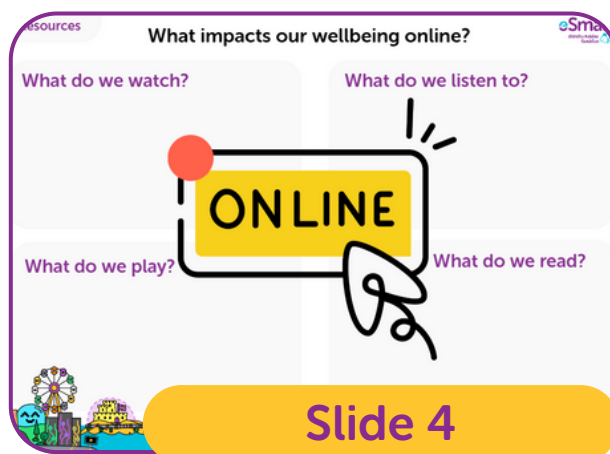
Checkpoint: Check understanding

Observe activity participation. Modify instruction if learners struggle to:

- Explain how the media they engage with online impacts wellbeing, positively or negatively.
- Conceptualise the benefits of media, as well as the potential negative impacts.

Options:

- Ask learners to create a "Wellbeing Online Checklist" with their favorite positive actions for watching, listening, playing, and reading. This can help reinforce the discussion and encourage thoughtful online behaviour.
- Use the "Top-up" worksheet to help unpack tricky terms such as "wellbeing" and "media".

Slide 4

Slide 5

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3

Exit pass
In-class activity with an optional homework option

Assemble the poster(s)
Ask each learner to prioritise their best tickets - one for the bucket, and one for the bin - that they will add to the poster.

Optional:
Send a worksheet with the tickets home to families. Ask parents/carers or other trusted adults to write their own tickets that can be discussed in class and added to the poster.

Slide 6

Checkpoint: Learning intentions & success criteria

Assess the "Exit pass" to ensure learners have met the following success criteria:

Identify their right to wellbeing when engaging in online spaces or consuming online media.

Identify at least one strategy for online media consumption that positively benefits wellbeing, and one that negatively impacts wellbeing.

Next steps:
If some learners didn't meet the criteria, do the "Top-up" activity in the following section. Discussion about the lesson's themes can be continued at home, by setting the extension task as homework.

Important Note:
If this lesson is part of the eSmart Digital Licence, you'll need to ensure that all learners have met the success criteria before accessing the Digital Licences.

4

(Optional) Top-up or extend the lesson

Top-up the lesson
For learners who need more help meeting the learning intentions & success criteria.

Slide 7

Using the worksheet provided on Slide 7: Find words related to this topic listed on the worksheet. Match each term to its correct definition from the options provided. Write a sentence for each term to demonstrate its meaning in context.

Extend the lesson
For learners who have met the learning intentions & success criteria and need a bit more of a challenge.
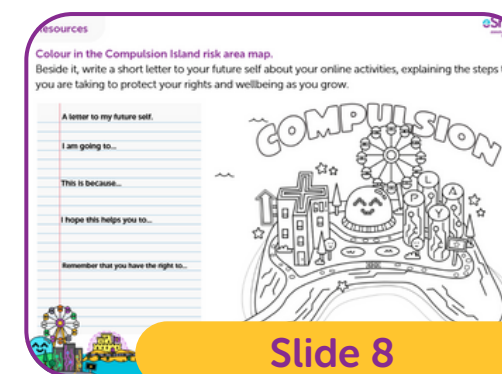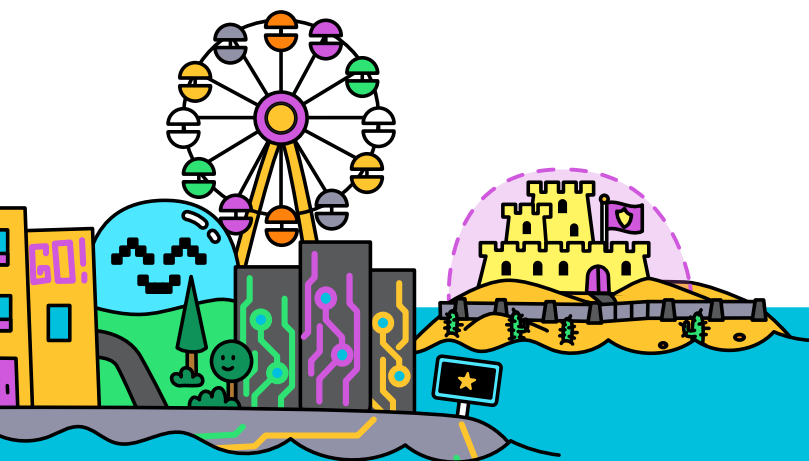
Slide 8

Ask learners to write a letter to their future selves using the frame provided on Slide 8. They will describe what they are doing to stay healthy and happy, such as limiting screen time, choosing positive media, or taking breaks. They will use the United Nations Convention on the Rights of the Child (UN CRC) poster to identify the rights they are upholding, such as the right to safety, education, privacy, or play.
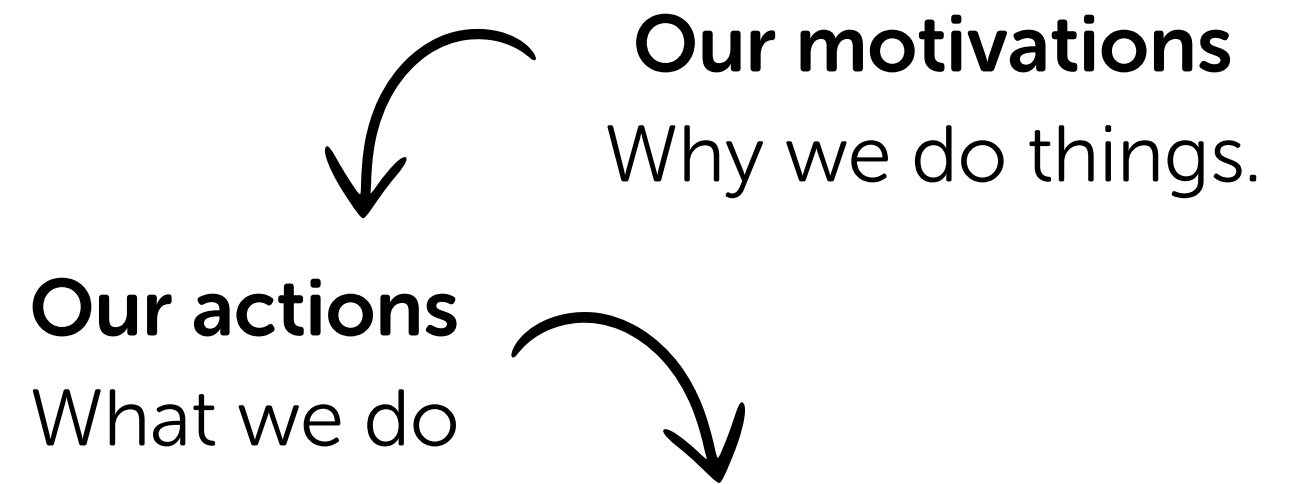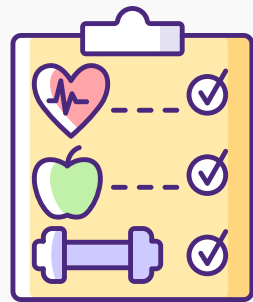
What are child rights?

1. Visit the <u>UNICEF Australia Youth website</u>. Find and download the UNICEF Australia Child Rights poster.
2. Which of these rights could be impacted by the media that you play, watch, read or listen to online?
3. Challenge question: How might the media we share impact other people's rights?

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What is wellbeing?

Clues:

SAFETY FIRST

Our motivations
Why we do things.

Our actions
What we do

Imagine our wellbeing is like a bucket.
Some things might fill the bucket... or, they might empty it.

GO!

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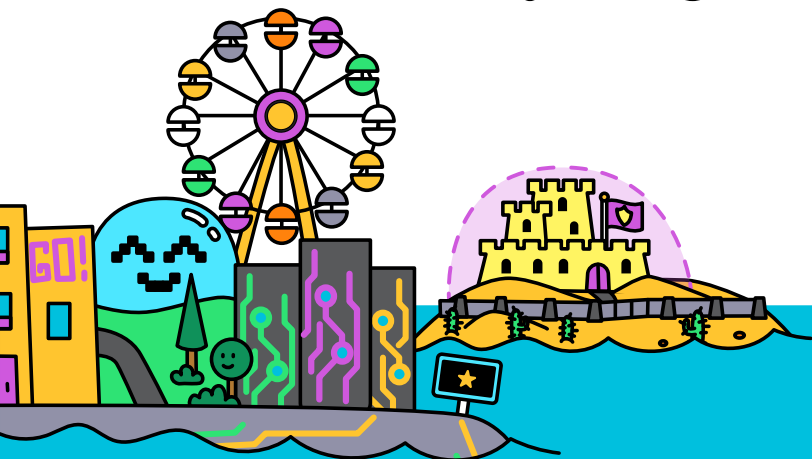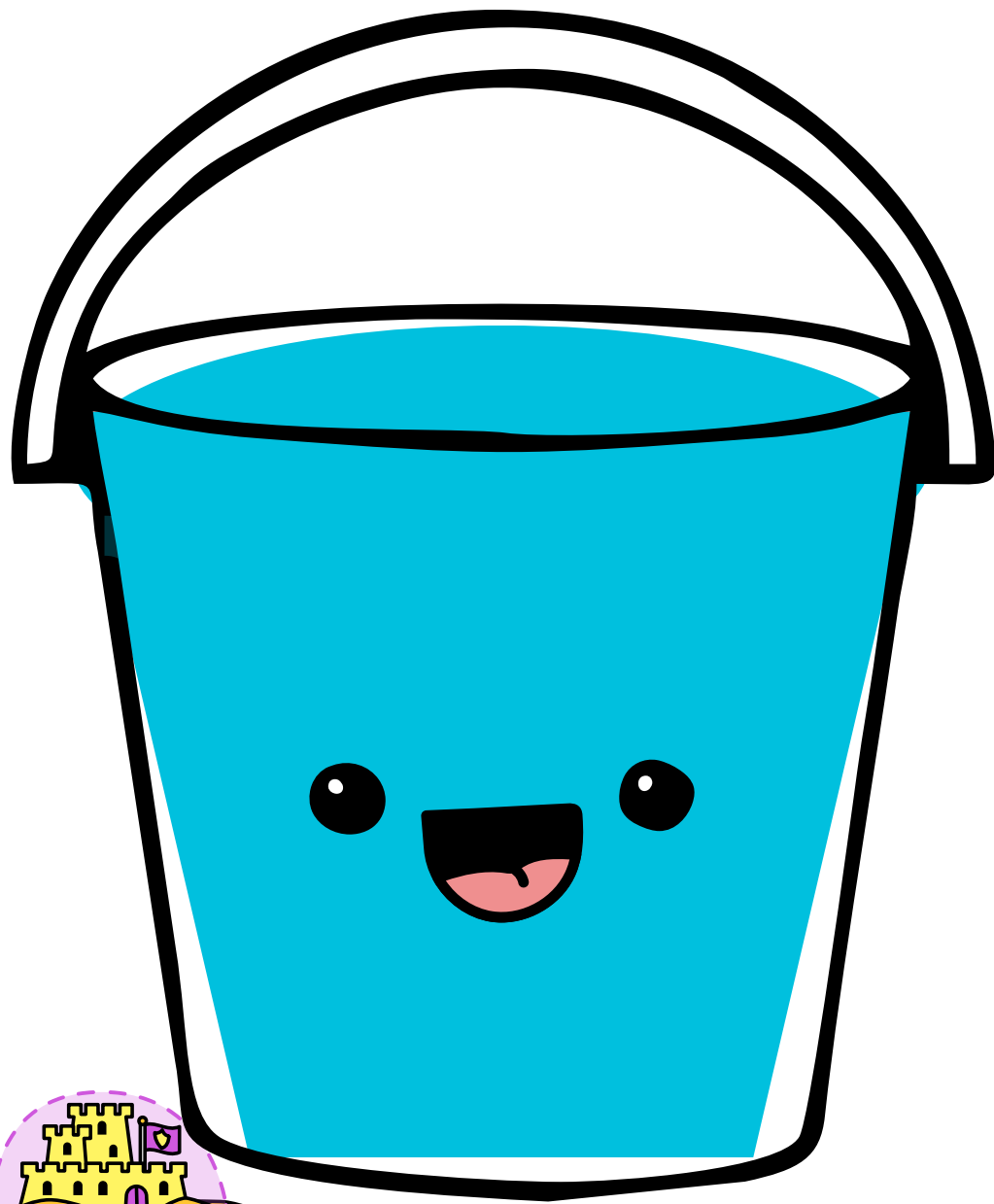
How do we know if our wellbeing bucket is full?

Clues:

How do we know if our wellbeing bucket is running empty?

Clues:

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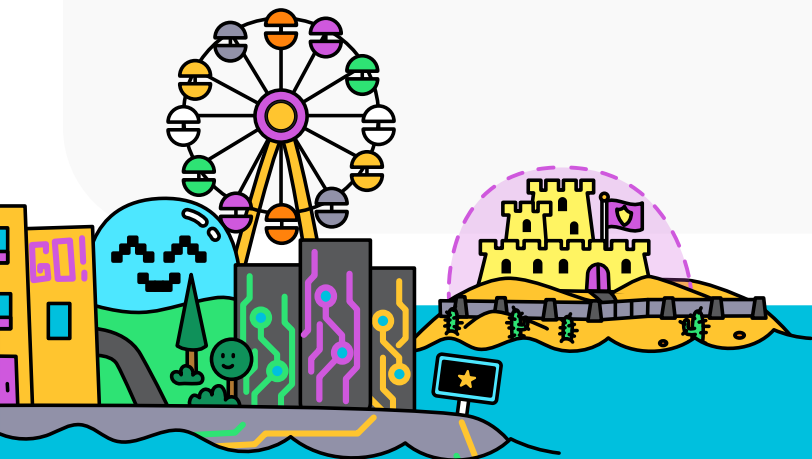alannah & madeline foundation

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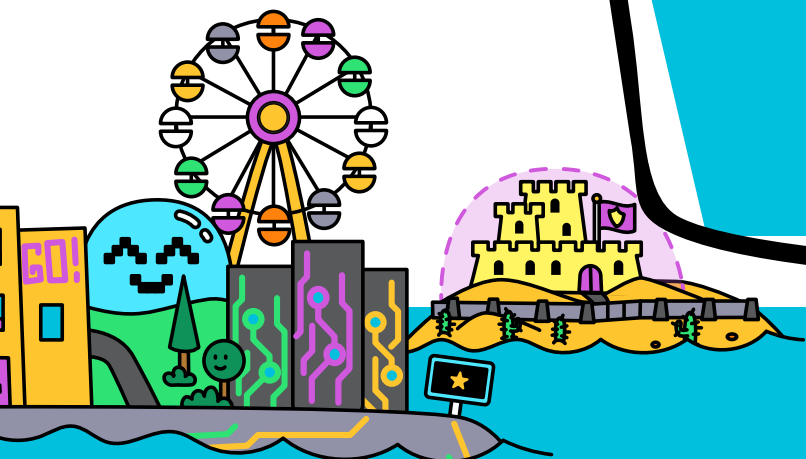
What do we watch?

What do we listen to?

What impacts our wellbeing

ONLINE

What do we play?

What do we read?

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What I'm going to do:

_____

Why?

_____

How will this impact my wellbeing?

_____

What I'm going to do:

_____

Why?

_____

How will this impact my wellbeing?

_____

What I'm going to do:

_____

Why?

_____

How will this impact my wellbeing?

_____

What I'm going to do:
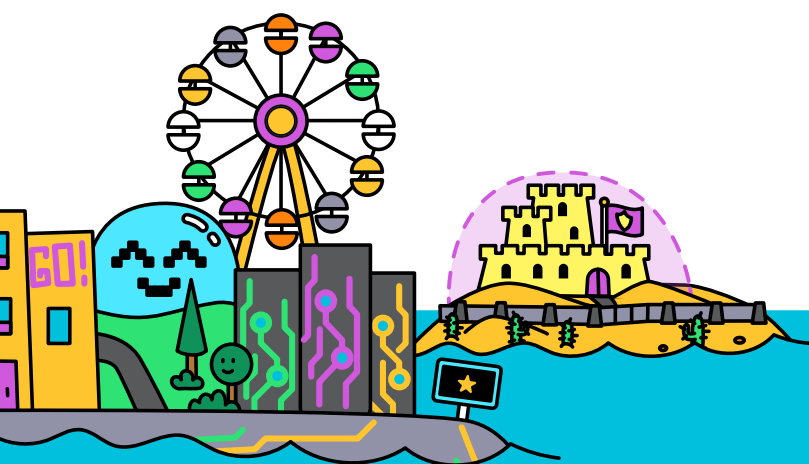
_____

Why?

_____

How will this impact my wellbeing?

_____

Goal: Fill our Wellbeing Bucket with tickets that show good choices we can make online to help us feel happy and healthy.

1. Write <u>three tickets e</u>xplaining an an online activity that would positively add to your wellbeing.
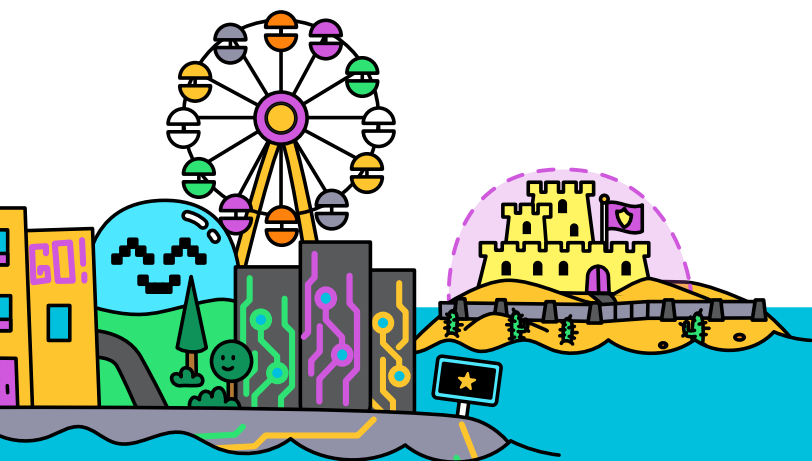
2. Write <u>one ticket</u> for something we <u>wouldn't</u> put in the bucket—something that might make us feel not-so-great.

Exit Pass

- Choose your best ticket and add it to the wellbeing bucket.

- Choose one ticket to put in the bin on your poster!

Example:

What fills our wellbeing bucket online!

And what's going in the bin!

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```
M Z C Y Q W M D C L
W O G O F M Y G O E
E C T A S Z U K N B
L M A I C F C F T A
L Y E G V T O M E L
B L T D F A I F N N
E N S A I E T O T L
I F A M M A K I N H
N P E C K V V O O S
G P P W Q E Q J X N
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Wellbeing   **Content**   **Media**

Motivation   **Actions**

Draw a line to match each word to its correct definition.
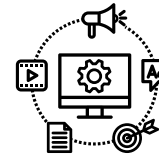
Actions — The reasons why we do things.

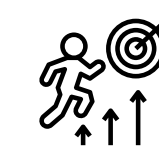**Wellbeing** — The things we see, watch, or read online.

Content — The things we do

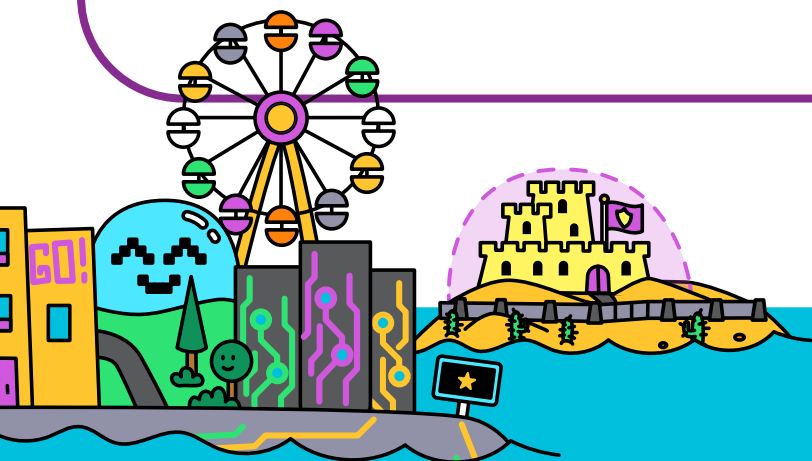**Media** — Feeling healthy, happy, and safe.

Motivation — Different ways we get information, like TV, websites, and social media.

Stretch activity: Use each word you have found in a sentence. Write your sentences and explain them to a helper or friend.

Colour in the Compulsion Island risk area map.

Beside it, write a short letter to your future self about your online activities, explaining the steps that you are taking to protect your rights and wellbeing as you grow.
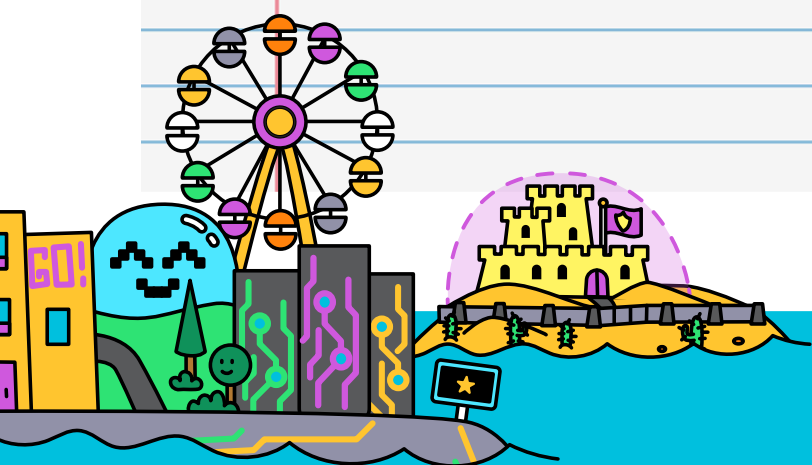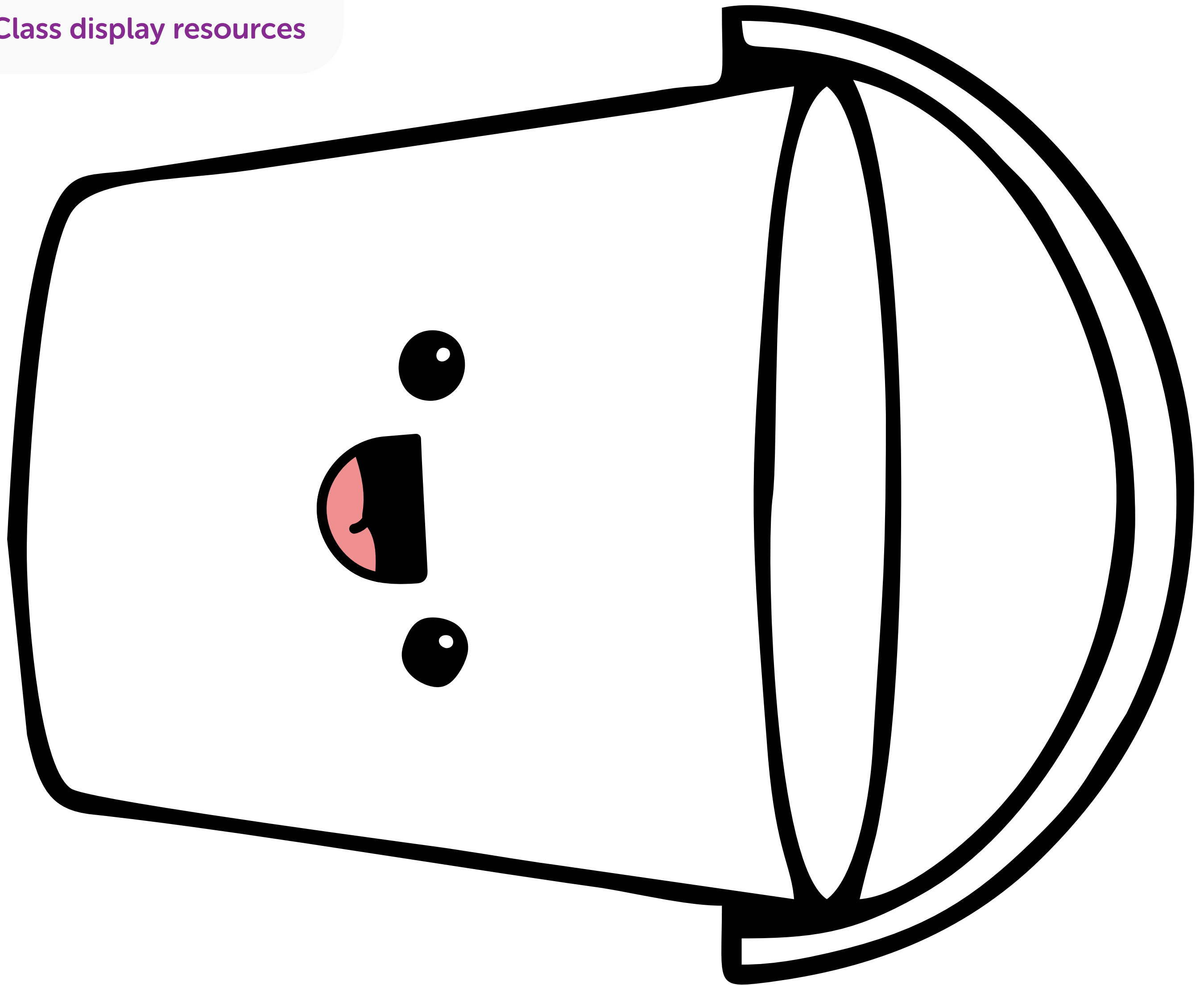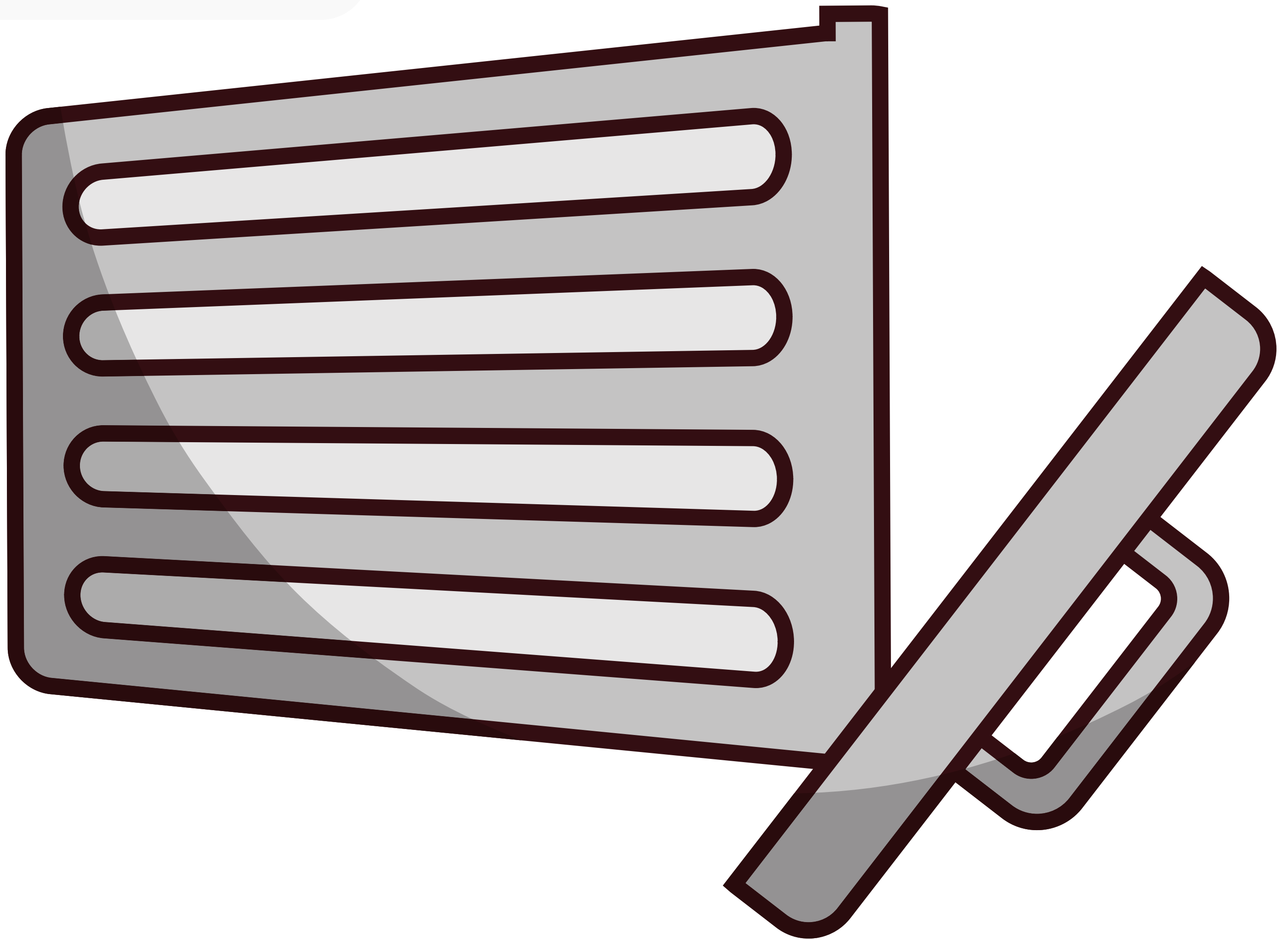
A letter to my future self.

I am going to...

This is because...

I hope this helps you to...

Remember that you have the right to...

What I'm going to do:

_____

Why?

_____

How will this impact my wellbeing?

_____

What I'm going to do:

_____

Why?

_____

How will this impact my wellbeing?

_____

What I'm going to do:

_____

Why?

_____

How will this impact my wellbeing?

_____

What I'm going to do:

_____

Why?

_____

How will this impact my wellbeing?

_____

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Australian Curriculum (Version 9.0)

Years 5 & 6: Health and Physical Education

AC9HP6P06: Apply strategies to manage emotions and analyse how emotional responses influence interactions.

AC9HP6P08: Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations.

AC9HP6P10: Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities.

AC9HP6M06: Propose and explain strategies to increase physical activity and reduce sedentary behaviour levels in their lives.

My Time, Our Place

Outcome 1: Children and young people have a strong sense of identity.
Children develop an understanding of their emotions and sense of self through reflection on their digital interactions and mindful media consumption. This is evident when children:

- Identify their right to emotional and mental wellbeing when engaging in digital spaces.
- Reflect on how online content impacts their mood and emotions, making choices that promote positive self-perception.

Outcome 3: Children and young people have a strong sense of wellbeing.
Children understand how their media choices influence their physical, emotional, and social wellbeing and learn strategies to enhance it. This is evident when children:

- Identify and implement strategies for mindful media use to support their emotional and physical wellbeing.
- Engage in reflective activities that help them recognise the balance needed between online and offline life.

CASEL Framework

Self-Awareness
The lesson helps students reflect on their emotions and how media consumption impacts their wellbeing. This is evident when learners:

- Recognise their emotional responses before and after engaging with media.
- Identify which media content contributes positively or negatively to their mood and mental state.
- Develop an understanding of their personal needs and boundaries in digital spaces.

Bournemouth University Theory of Change

Capabilities

This is where we use our media literacy more actively for particular purposes in our lives, rather than as passive consumers of information and content. Media literacy capabilities range from access changes, the application of more critical or mindful decision making when receiving information, the use of fact-checking of information or sources, more informed attitudes to sharing content and information, or getting directly involved in the media ecosystem as creators of media content.

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National Association of Media Literacy Education (NAMLE) ↗

Core Principle 1
- 1.1: MLE encourages learners to ask critical questions about what they watch, listen to, play, and read.
- 1.2: MLE intersects with other literacies, such as emotional and social literacy.

Core Principle 2
- 2.1: MLE is inclusive of all types of media, including digital, visual, and interactive formats.
- 2.3: MLE integrates physiological and psychological responses to media.

Core Principle 5
- 5.1: MLE emphasises personal experiences as a lens for media interpretation.

Core Principle 6
- 6.1: MLE encourages responsible and active digital citizenship.
- 6.3: MLE promotes collaboration and dialogue.

Core Principle 7
- 7.1: MLE highlights both the benefits and risks of media.