



National Teacher Resources



Funded by
the European Union

Table of Contents

Introduction.....	4
Context and purpose	4
How to use this resource	4
Understanding digital well-being	5
What teachers should know: <i>National Snapshot</i>	7
Introduction	7
Portugal	7
Serbia	9
Slovenia	12
The self-assessment journey on digital well-being: a practical resource for teachers	15
The Self-assessment tool	16
From results to action: Translating Self-assessment tool scores into Action plan	18
Working with parents	20
Fostering dialogue: Short conversation tips for teachers to share with parents	20
Strengthening the Partnership: Suggestions for Joint Parent–Teacher Sessions	21
National resources and referrals.....	22
Introduction	22
Portugal	22
Serbia	25
Slovenia	27
Ready-to-use classroom activities.....	29

Introduction.....	29
Activity 1: Digital Flow State Audit	29
Activity 2: Digital Exclusion Role-Play – “After All, You’re the One Losing”	31
Activity 3: Group discussion on digital well-being aspects	33
Activity 4: How social media can make us feel	35
Activity 5: Bus Station – Choosing Our Digital Preferences	38
Activity 6: Digital Cobweb – What I Would Never Share	40
Good practices: Examples from schools.....	42
Introduction.....	42
Good Practices in Portugal	42
Good Practices in Serbia.....	44
Good Practices in Slovenia	46
Conclusions.....	48

Introduction

This document, **National Teacher Resources**, is a key public output of the [digi.well](#) project (*A whole-school approach to well-being in a digital world*), a 24-month initiative funded by the European Union. The project aims to foster a whole-school approach to well-being in a digital world by developing self-assessment, capacity-building, and outreach tools for schools across Europe. These resources have been developed to provide practical, accessible, and structured support for all schools, thereby empowering school pupils, teachers, school leaders, and parents/guardians alike to foster a healthy digital culture and digital well-being.

Context and purpose

The intensification of digital technology use presents both unprecedented opportunities for creativity and learning, and growing risks including addiction, mental health issues, and online safety problems. Project research, including the *digi.well* scoping report [Digital Well-being Starts with Us: A Consultation Report Guiding Schools from Awareness to Action](#), confirms that while teachers are aware of the problem, many feel ill-equipped to address these issues effectively.

This teacher resource bridges the gap between the qualitative insights gathered from *digi.well* consultations with school pupils and education professionals, academic literature, and the practical demands of the teachers. It moves away from academic theory, focusing instead on actionable skills and measurable impact. The core goal is to enable teachers to apply a whole-school approach that is measurable, adaptable, and aligned with national policies.

How to use this resource

The structure of this document is designed to guide the teacher through the full cycle of change: from understanding the problem to implementing solutions and ensuring their longevity along with continuous improvement. The following points outline the main chapters of the document and explain the purpose of each one:

- **Understanding digital well-being:** Provides the shared, practical definition of digital well-being.
- **National context:** Offers a concise snapshot of key national trends, policies, and existing support structures.
- **Using the *digi.well* Self-Assessment tool (SA tool):** Explains the vital role of the *digi.well* Self-assessment tool in developing a targeted Action plan.

- **Working with parents:** Provides essential tips and templates for effectively engaging and collaborating with parents, who are critical co-authors of the well-being plan.
- **Tools and activities:** Serves as the primary toolkit, providing national resources, support referrals, and ready-to-use classroom activities aligned with the *digi.well* Self-assessment tool's priorities.
- **Best practice and sustainability:** Showcases effective initiatives from across the partnership (Good Practices) and details the crucial cycle of monitoring, adapting, and continuous improvement necessary to ensure long-term success.

By utilising the resources within this guide, teachers can transform their school into a truly resilient environment where students can thrive, maximising their potential in an ever-present digital world.

Understanding digital well-being

Digital technologies and the rise of social media are shaping the lives of children and adolescents, especially over the past decade. Connectivity influences how they learn, interact, and experience the world, adding a new dimension to the skills required for a fulfilling life. For this reason, the concept of well-being in the digital realm is gaining attention, with experts exploring and analysing the characteristics and features of well-being in the digital environment. For teachers, digital well-being is not a complex academic theory, but a practical state of balance that allows pupils to function effectively both online and offline, supporting their holistic development.

The *digi.well* project adopts a working definition that focuses on this necessary equilibrium, defining digital well-being as:

Children's and young people's individual experience of optimal balance between the opportunities and risks of digital technology¹.

In simple terms, this means teaching students to use technology safely, responsibly, and meaningfully so it enhances - rather than harms - their mental, emotional, and physical health. This approach acknowledges that digital interactions can support learning, creativity, and social connection, while also posing potential challenges such as stress, distraction, social comparison, and greater risks, such as cyberbullying. From this perspective, digital well-being is not solely about reducing screen time or avoiding risks, but also about cultivating the skills, critical awareness, and resilience needed to navigate digital environments in a healthy and meaningful way. Moreover, it connects to broader

¹ <https://doi.org/10.1093/ct/qtaa024>.

education goals: developing cognitive, psychological, and social competencies that allow children and young people to participate confidently and responsibly in a world where offline and online realities increasingly intertwine².

Digital technology is a double-edged sword, and teachers must recognise both its potential benefits and the concrete challenges students face daily – factors that affect well-being as measured by validated scales³.

School pupils, teachers and education professionals heard in consultations held during the *digi.well* project consistently reported deep concerns about the emotional and developmental toll of digital engagement:

- 1. Cyberbullying:** This is the most emotionally significant risk, frequently linked to shame, exclusion and harassment on social media. Teachers noted a troubling *"sense of impunity"* among school pupils online.
- 2. Excessive screen time:** This affects well-being in different ways, including sleep disturbances, difficulty concentrating, anxiety, and low self-esteem linked to social comparison and constant availability pressure.
- 3. Addictive features on social media platform:** The "addictive features" of apps lead to compulsive use, distraction, and a disconnect between technical ability and critical thinking. As one student³ observed, *"I lose track of time and place when scrolling through TikTok."* (School pupil, Serbia).
- 4. Exposure to harmful or inappropriate content:** (including violent, disturbing or sexual material): Pupils sometimes encounter violent, disturbing, or sexual material online, often unintentionally, which can cause fear, anxiety, or emotional discomfort. Students feel the emotional weight, sharing that *"It hurts to see bad things [online], even when they're not happening to us."* (School pupil, Portugal). While digital platforms offer connection and learning opportunities, many pupils face these risks without structured guidance or support.

School pupils and teachers also highlighted the positive potential of digital life:

- **Creativity and exploration:** Using platforms and digital tools to explore interests, discover new hobbies, and foster skills.
- **Social connection and inclusion:** Social media facilitates communication with friends and the building of communities around shared passions and identities.
- **Collaboration and learning:** Use of digital tools for research, submitting assignments, coordinating homework, and engaging in collaborative projects.

² https://joint-research-centre.ec.europa.eu/projects-and-activities/education-and-training/well-being-education_en.

³ <https://dergipark.org.tr/en/download/article-file/2778505>.

- **Motivation and self-expression:** Personalised learning tools and co-creation of content can significantly enhance pupils' motivation to pursue their interests and passions.

To truly understand digital well-being, teachers must listen to the pupils themselves. Students are often aware of the problem but lack the tools and strategies: *"We're not really taught how to deal with it [online risks]. Families should be included too."* (School pupil, Portugal). They seek a more balanced approach from adults: *"Knowing how to live without constantly feeling the need to check the phone, get a message, play a game... having a healthy relationship with both [online and offline worlds]."* (School pupil, Portugal).

For a more in-depth exploration of this topic, please refer to the *digi.well* scoping report: [*Digital Well-being Starts with Us: A Consultation Report Guiding Schools from Awareness to Action.*](#)

What teachers should know: *National Snapshot*

Introduction

This document is part of the **digi.well⁴ Teacher National resources** and provides a national overview of key trends, as well as political policies and regulations related to digital well-being in the project countries: Portugal, Serbia, and Slovenia.

Portugal

Teachers in Portugal operate within a dynamic policy context that places a strong emphasis on Digital Citizenship Education and integrating well-being into school life. The *digi.well* project findings and national strategies highlight specific challenges and available support systems.

⁴ The [digi.well](#) project is a twenty-four-month project funded by the European Union. It aims to explore, develop and foster a whole-school approach to well-being in a digital world, building upon an in-depth understanding of the needs of children, young people, teachers and a wider range of school professionals, while developing and implementing a set of self-assessment, capacity building and outreach tools.

National trends in pupils' digital habits

Consultations in Portugal revealed that students (especially those aged between 10 and 15) strongly associate digital well-being with finding a balance between online and offline life, often expressing concerns about their own self-regulation and emotional impact:

- **Focus on quality vs. quantity:** Students acknowledge the detrimental effect of technology on concentration and sleep, yet argue that *quality* of time online is more important than *quantity*.

"Knowing how to live without constantly feeling the need to check the phone, get a message, play a game... having a healthy relationship with both." (School pupil, Portugal)

- **Emotional harm:** Pupils frequently expressed emotional harm from social surveillance, the spread of rumours, and harsh/insincere comments, particularly among girls. The constant presence of class group chats creates pressure for availability and can lead to conflicts.
- **Lack of support:** Students feel they are *"not really taught how to deal with it [online risks]"*, underscoring a critical need for practical skills rather than mere rules.

Most relevant National Policies and Regulations

Portugal has a robust policy framework for digital well-being, led by the Ministry of Education, Science and Innovation (MECI) and the General-Directorate of Education (DGE), aligning with European mandates (e.g., [Digital Services Act \(DSA\)](#), [European Action Plan against cyberbullying](#)).

- **Recommendations for the promotion of digital well-being in schools (MECI/DGE)** ([Recomendações para a Promoção do Bem-Estar Digital nas Escolas](#)): These are the core guidelines, developed with national health and academic experts, designed to support the educational community in promoting a balanced and healthy relationship with digital technologies. They cover:
 - Definition of clear rules for digital device use.
 - Promotion of healthy sleep routines and screen-free moments.
 - Strengthening of social interaction and face-to-face activities.
 - Identification and monitoring of risks.
- **Digital citizenship and curriculum:** The National Digital Strategy ([Estratégia Digital Nacional](#)) and the National Strategy for Citizenship Education ([Estratégia](#)

[Nacional de Educação para a Cidadania](#)) ensure that digital skills, safe use, and responsibility are cross-curricular areas, reinforced by the [Digital Development Action plan for Schools](#).

Key challenges for teachers (Focus group insights)

While policies are strong, teachers reported a significant gap in practical implementation:

- **Lack of preparedness & resources:** Teachers often reported feeling ill-equipped to handle digital topics and struggling to keep pace with students' technological abilities.

"There's a dangerous level of normalisation among educators [harmful online behaviours being seen as 'normal']. We need training for professionals first." (Education professional, Portugal).

- **Systemic gaps:** Teachers called for clearer protocols and mechanisms to act sooner and more preventively, noting that formal meetings often only occur "after incidents".
- **Parental engagement:** Teachers raised concerns about parents' lack of knowledge and ability to mediate their children's digital lives, often relying entirely on the school to foster essential knowledge and skills.

In Portugal, the policy infrastructure for digital well-being is robust, but the critical need is for practical, continuous, and context-specific training that empowers teachers to confidently bridge the gap between policy guidelines and the complex realities of students' digital lives, fostering informed, critical, and responsible citizens.

Serbia

Digital transformation of education in Serbia takes place in a policy context that focuses on pupils' health, safety, and digital literacy, with digital well-being mostly addressed through broader education and child protection frameworks. While there is strong consensus on the benefits of using digital technologies in education among teachers and school leaders, awareness is also increasing regarding the impact of technology on pupils' as well as teachers' well-being and the need for safer, more supportive school environments.

National trends in pupils' digital habits

Consultations with pupils in Serbia revealed strong age-appropriate awareness of both benefits and risks involved with the use of digital tools – both at school and in their private time. Although most are not familiar with the concept of digital well-being,

children and young people are able to make connections to its key elements through discussions and consider it an important and relevant topic.

The digital world is not something that is viewed as separate from pupils' other activities and it is an important channel for socialising and entertainment, as well as for schoolwork. Some trends emerged for the different age groups:

- Children's (ages 11-12) technology use is more moderate and mostly for school and entertainment, while screen time increases as they get older (ages 13-16) and their use also becomes more varied – for school in smaller measure, but more for entertainment and socialising (games, social media).
- Perceived risks also become more complex the older children get – youngest pupils highlight cyberbullying or exposure to inappropriate content as the most prominent risks, while older pupils also recognise addictive aspects of social media and games, the impact of prolonged use on their mood or mental health, their grades due to lack of focus, and physical activity due to time spent online.
- Positive aspects are many and similar across all ages: aid in fostering or acquiring hobbies, communication and socialising, entertainment, help with schoolwork, convenience, availability of information, etc.
- Children and young people are least likely to turn to teachers or other school staff for advice or support (compared to parents or peers) but consider digital well-being an important cross-curricular topic that would best be tackled at school through practical, interactive, hands-on activities, peer learning or discussions, group work, or small projects.

Most relevant national policies and regulations

Digital well-being is not addressed as a standalone topic by education policies, but is included in the existing education policies, documents and initiatives that address education, digital education and children's safety and overall well-being.

Official national frameworks and guidance see digital well-being as a complex phenomenon that encompasses both mental and physical health and safety:

- The updated [*Digital Competence Framework: The Teacher for the Digital Age 2023*](#) outlines pupils' well-being as one of the competences, while other competences (Safety; Information Management) also address the balance between the opportunities and risks of digital technologies use (safety and protection measures, reporting digital violence, turning to trusted adults for advice and support; protection from information overload, critical approach to online content, critical use of information and creation of content, ethical use, etc.).
- [*Guidelines for the Use of a Mobile Phone, Electronic Device or Other Device in Pre-University Education*](#) expect schools to use digital devices in educational activities

managed by the teacher by adopting an approach that fosters digital well-being by:

- Ensuring a safe space without incidents and digital violence.
- Pupils' spending school breaks without devices as time for socialisation and for playing with peers.
- Strengthening pupils' digital competences with targeted use of technology and ensuring equal education opportunities.
- Encouraging active use of technologies, with pupils overcoming passive use which dominates the out-of-school context.

Key challenges for teachers (Focus group insights)

- Teachers acknowledge the importance of understanding digital well-being, though their interpretations differ. Some teachers perceive digital well-being in a narrow sense, primarily focusing on the use of digital technologies and their benefits in education. Others demonstrate awareness of its multifaceted nature. At the same time, teachers report feeling overloaded by the amount of time they themselves spend, or are expected to spend, online as part of their professional responsibilities, which negatively affects their own digital well-being.
- There is a growing awareness among teachers of the need to change their own attitudes to better understand students' significantly different digital perspectives, i.e. those of digital natives. Teachers themselves point out that they should be the ones adjusting their approaches asking for expert support to do it efficiently. Teachers also highlight the need for guidance on how to help students use digital technologies in meaningful and purposeful ways. Although students are generally confident and skilled users of technology, their expertise is often perceived as more technical and superficial rather than in-depth. Both teachers and students are described as overburdened by the digital world, with a lack of purpose-driven use of digital tools.
- Teachers report that many parents feel overwhelmed and uncertain about how to discuss digital life with their children. Teachers notice a genuine concern among parents regarding their children's digital well-being. In response to this uncertainty, parents often rely on teachers to support them in navigating their children's digital lives, and in some cases, they expect teachers to take over this role entirely. Teachers highlight this growing expectation as an additional challenge in addressing digital well-being across school and home environments.
- The narrow collaboration between school and family is the vital link that turns school policy into a sustainable reality. By involving parents in initiatives, particularly those linked to the Action plan and the shared definition of digital well-being, schools foster a culture where the responsibility is shared, and both

environments work in harmony to foster responsible, resilient, and balanced digital citizenship.

Slovenia

Slovenia has made significant efforts to respond to the digital transformation in education in recent years. Although there are not dedicated policies only to digital well-being, the topic has gained attention across several strategies and programmes that aim to create safe, inclusive and supportive digital learning environments.

Institutions and experts increasingly view digital well-being as a holistic balance between technology use and the emotional, social, and cognitive development of students. This includes not only online safety and screen-time awareness but also mental health, digital literacy, and ethical technology engagement. While terminology may vary, the underlying goal is to support students in navigating digital environments consciously and safely.

National trends in pupils' digital habits

During focus groups conducted in Slovenian primary and secondary schools, pupils described digital technology as a constant part of everyday life, used mainly for communication, entertainment, and increasingly also for schoolwork. Smartphones are the central device, while computers are more often linked to homework or specific tasks. The most frequently mentioned platforms include TikTok, Snapchat, Instagram, YouTube, and messaging apps (such as Viber or Discord), with many pupils using AI tools like ChatGPT for learning support or help with assignments and tests.

A consistent trend is that pupils' screen time varies widely, typically lower on school days and higher on weekends, but many still report several hours per day and describe their use as "too much," especially when boredom drives scrolling. Pupils show awareness that heavy use can interfere with sleep, concentration, and study habits (e.g., staying up late, checking notifications, or drifting into apps while trying to learn). At the same time, self-regulation is inconsistent: some rely on parental controls or set personal limits, while others admit bypassing restrictions or repeatedly reinstalling apps after trying to quit.

Finally, pupils often experience a mix of benefits and pressures from their online lives. Digital spaces help them stay connected and feel entertained, but also create expectations of constant availability, social comparison, and exposure to inappropriate or disturbing content. Many students have not heard the term "digital wellbeing," yet they describe it in practical terms – feeling safe online, being able to control time spent, and avoiding negative interactions. They also report that school-based online safety

sessions feel repetitive and too basic, and they prefer practical, real-life examples that reflect what they actually encounter online.

Most relevant National Policies and Regulations

Slovenia has taken a cross-sector approach to digital well-being in schools, embedding its principles across education, child protection, privacy and mental health frameworks rather than treating digital well-being as a standalone policy field. The most direct school-setting regulation is the proposed amendment to the [Primary School Act](#), which introduces clearer rules on the use of digital devices during lessons in primary schools (age 6-15). Under this proposal, pupils may use digital devices only when their use is pedagogically justified by the teacher, with defined exceptions for health-related or other specified cases. This legal update reflects a growing institutional focus on reducing digital distractions and supporting healthier classroom environments.

At the strategic level, digital well-being is supported through national education and digitalisation strategies. [The National Programme for Education 2023–2033](#) sets long-term priorities for the education system and emphasises inclusive and secure digital learning spaces, responsible technology use and media literacy. In parallel, Slovenia’s [Digital Education Action Plan \(ANDI\) 2021–2027](#) advances digital pedagogy, curricular reform and the development of a safe and inclusive digital learning ecosystem. Although these strategies do not define digital well-being as a separate policy domain, they integrate key related concepts—such as digital ethics, online safety, balanced use and critical media literacy—within broader digital transformation goals.

A further policy lever is [curriculum reform](#), which aims to systematically strengthen pupils’ digital competences while also reinforcing mechanisms for protecting mental and physical health. The ongoing curricular review is designed to embed cross-cutting competences, including digital competence, across subjects and school levels, strengthening the conditions for safe, responsible and developmentally appropriate technology use in everyday learning.

Regulation protecting children online also contributes to digital well-being in schools by shaping the wider digital environment in which children learn and socialise. Slovenia has introduced national implementing measures for the *EU Digital Services framework*, including the designation of AKOS as the Digital Services Coordinator with supervisory and enforcement responsibilities and pathways for complaints related to illegal content. In addition, protections for minors in audiovisual and media contexts are established through the [General Act on the Protection of Children in Audiovisual Media Services and the Audiovisual Media Services Act \(ZAVMS\)](#), which include requirements related to harmful content and technical restrictions on adult content in audiovisual services.

Data protection is another core component of digital well-being policy, particularly in educational settings where digital tools and platforms are increasingly used. Slovenia's [Personal Data Protection Act \(ZVOP-2\)](#) sets national rules relevant for children's data protection, including provisions on the age of valid consent for information society services. The Information Commissioner provides education-related guidance for coherent use of IT solutions in schools and supports awareness raising and capacity building, including through initiatives such as [PrivacyPro \(2025–2026\)](#), which strengthens knowledge and training in personal data protection.

Finally, national mental health policy reinforces digital well-being objectives by addressing behavioural risks linked to technology use. The [National Mental Health Programme 2018–2028](#) and related action planning recognise non-chemical (behavioural) addictions, including problematic internet use, mobile and social media overuse and online gaming, and support interdisciplinary prevention and response measures coordinated through the National Institute of Public Health. This connection between education and public health strengthens the policy basis for prevention activities in schools related to screen time, compulsive use and broader psychosocial impacts of digital life.

Implementation is supported through *nationally backed guidance and capacity-building mechanisms*, including public calls for training, collaboration with ARNES and the Safer Internet Centre, and the development of practical school resources such as the [2024 handbook on online violence](#). Together, these policies, strategies and regulatory instruments demonstrate that Slovenia is progressively institutionalising digital well-being in schools through device-use rules, curriculum and competence development, online safety regulation, privacy safeguards and mental health measures, complemented by teacher training and school-facing guidance.

Key challenges for teachers (Focus group insights)

In the Slovenian context, teachers and other adult stakeholders highlighted that young people's digital wellbeing risks are broad and increasingly embedded in everyday school life, but schools often struggle to respond in a structured way. Common concerns included problematic overuse (especially when it displaces sleep, learning, relationships, and physical activity), as well as exposure to online violence, sexting/sexortion, self-image pressures, toxic influencer content, fraud, and privacy abuse. Participants also noted gender patterns: girls more often face appearance-related pressures and social comparison on social media, while boys more often report issues linked to gaming dynamics and pornography. These challenges can surface in schools as withdrawal, anxiety/depression symptoms, sleep deprivation, and even absenteeism.

A recurring theme was that teachers feel caught between high expectations and limited capacity, with digital wellbeing support often relying on isolated workshops rather than systematic prevention. Teachers observed that students may appear “digitally skilled” but often lack critical thinking, digital ethics, and awareness of how public online spaces really are, including uncritical use of AI tools and poor judgement around sharing. Schools were described as having limited authority and tools to address online harms that take place outside school hours, and staff shortages/time constraints make sustained work difficult. Many participants emphasised that one-off activities are not enough; digital wellbeing needs continuous integration into curricula, consistent school-wide rules (including device protocols), and reinforcement across school years.

Finally, teachers pointed to gaps in cooperation and referral pathways: support exists, but it often comes too late, with families reaching services only when problems escalate, and some parents avoiding support due to stigma or low awareness. Adults themselves vary widely in digital knowledge – some underestimate risks, others respond with overly strict restrictions without understanding platforms – creating inconsistency that schools then have to manage. Focus group participants repeatedly called for stronger parent education from early childhood onward, cross-sector cooperation (schools–parents–support organisations), and clearer national/system-level frameworks so teachers are not left to manage complex digital wellbeing challenges alone.

The self-assessment journey on digital well-being: a practical resource for teachers

Introduction

This document is part of the **digi.well⁵ Teacher National resources** and presents a self-assessment journey that support schools in reflecting on their current approach to digital well-being and unlock practical insights for creating a healthier digital environment for their whole school community. The self-assessment journey is

⁵ The [digi.well](https://digi.well.eu) project is a twenty-four-month project funded by the European Union. It aims to explore, develop and foster a whole-school approach to well-being in a digital world, building upon an in-depth understanding of the needs of children, young people, teachers and a wider range of school professionals, while developing and implementing a set of self-assessment, capacity building and outreach tools.

composed of three steps: the Self-assessment tool, the Evaluation rubric, and the Action plan.

The Importance of a whole-school approach

As highlighted by project evidence, addressing digital well-being cannot be done in isolation; systemic change requires a coordinated approach across all levels.

The Self-assessment tool serves as a vital resource for:

- **Supporting reflection:** It helps teachers reflect on how digital well-being is promoted and supported in their school. It invites them to consider both their own approach and their school's current approach across four key areas – Leadership, Infrastructure & Equipment, Policy, and Practices, and how these influence the well-being of pupils, staff, and the wider school community.
- **Promoting a shared vision:** It translates the school shared definition of digital well-being into a set of measurable school policies and practices, ensuring everyone is working towards the same goals.
- **Moving beyond incidents:** National findings show that schools often react *after* incidents (e.g., cyberbullying). The Self-assessment tool shifts the focus to prevention and continuous improvement, transforming the school's digital culture from reactive to proactive.
- **Empowering teachers:** It provides teachers with an official mechanism to articulate their needs and contribute directly to school policy, addressing the lack of preparedness and resources they reported and identifying strengths and opportunities to improve digital well-being across the school.

The Self-assessment tool

As first step of the *digi.well* self-assessment journey, the Self-assessment tool is the heart of the project's whole-school approach. Developed from extensive project research and national consultations, the Self-assessment tool is designed as a crucial national resource, empowering schools to move beyond simple awareness and into sustained, measurable cultural change.

Its primary purpose is to provide school leaders, management teams, and teachers with a structured, shared process for evaluating their current digital well-being culture and building a targeted Action plan.

What the Self-Assessment tool measures: The four areas

The *digi.well* [Self-assessment tool](#) is structured around four complementary areas, ensuring a holistic evaluation of the school's digital well-being ecosystem. Assessing these areas allow the school to support a whole-school approach to digital well-being:

- **Leadership:** Assesses the adoption of a whole-school approach to digital well-being, incorporating the experiences and needs of school pupils and teachers, and mobilising the wider school community, including parents/guardians, professionals, and external stakeholders.
- **Infrastructure & Equipment:** Relates to the need to reflect on the role of digital technology within the school's infrastructure, ensuring that well-being considerations are integrated when investing in connectivity, digital equipment, access to online resources or platforms for online teaching and learning.
- **Policy:** Refers to the kind of policies the school has in place in connection with various aspects of digital well-being and how these policies are being implemented and evaluated in practice.
- **Practice:** Considers how teachers integrate well-being into their use of digital technology in the classroom, including reflection on pedagogical value and awareness-raising on online risks and benefits.

Practical relevance: What teachers will see in the Self-assessment tool

For the individual teacher, the Self-assessment tool is not just a bureaucratic form; it is a reflective framework that addresses specific, day-to-day interactions and challenges:

- **Shared definition of digital well-being:** Teachers are prompted to assess if the school community has an agreed understanding of digital well-being including awareness of both online risks and opportunities, and a common vision to protect, empower, and respect children and young people in the digital world.
- **Promoting healthy and balanced digital practices:** Pupils actively engage in authentic, relatable and real-life activities that help them take ownership of their digital habits and protect their physical, psychological, social and cognitive well-being.
- **Enhanced knowledge and skills:** The Self-assessment tool enables teachers to strengthen their expertise and feel more prepared to guide students in navigating the digital world safely and responsibly.
- **Digital Inclusion:** The Self-assessment tool reviews digital inclusion practices to ensure that all pupils including those from disadvantaged or vulnerable backgrounds can fully participate and thrive in digital learning environments.
- **Collaboration with parents:** Teachers integrate parental engagement strategies that move beyond traditional meetings to collaborative formats, which is crucial for fostering trust and open communication and implementing responsible use of digital technologies and online safety.
- **Evaluation rubric:** A second step to the self-assessment journey that provides additional elements to consider for each area assessed in the Self-assessment tool, helping teachers identify gaps and opportunities for improvement.

From results to action: Translating Self-assessment tool scores into Action plan

The strongest output of the *digi.well* Self-assessment journey is not the score itself, but the Action plan that follows. The Action plan is designed to translate lower-scoring areas into a small number of prioritised, time-bound actions that change daily practice across the whole school community. It does this by (1) identifying gaps against baseline standards, (2) selecting feasible actions, (3) assigning ownership, resources and timelines, and (4) defining success criteria and monitoring routines so progress can be reviewed and improved over time.

How teachers can use the school Action plan and translate their self-assessment into action

Teachers play a central role in making the Action plan real in classrooms. A practical way to use the Action plan is to treat it as a set of agreed routines, scripts and lesson touchpoints that ensure consistency across classes, while also giving teachers space to adapt to age group and subject context.

- 1. Start with the priorities the school selected (not personal preferences):** Identify the 2–4 sub-areas the school chose based on the SA summary and baseline standards, and note what changes are expected in day-to-day practice (e.g., classroom device routines, reporting routes, minimum prevention lessons, parent communication).
- 2. Convert each priority into minimum viable classroom practices:** For each priority, agree what *every teacher* will do in class (e.g., a device-down transition routine; a standard response when a student discloses online harm; a short prevention micro-lesson each term). Policies only matter when they produce these visible, repeatable practices.
- 3. Use the individual teacher pathway to contribute evidence and momentum:** Alongside whole-school planning, teachers can run a simple 2–4 week personal cycle: choose one weak sub-area, write a one-sentence gap statement, implement one routine/practice change, collect one indicator (light-touch evidence), and review. This creates quick wins and concrete evidence to feed back into the next School Action plan review.
- 4. Build in monitoring that is realistic:** Use quick indicators that do not add major workload (exit tickets, a short pupil pulse question, a teacher tick-list, a brief reflection at the end of a unit), and align them with the Action plan's review points.

Example: translating low scores into teacher actions (aligned with the Action plan approach)

SELF-ASSESSMENT TOOL FINDING (EXAMPLE)	WHAT IT MEANS IN PRACTICE (GAP)	TEACHER ACTIONS YOU CAN IMPLEMENT IN 2-4 WEEKS	SIMPLE EVIDENCE TO FEED INTO ACTION PLAN REVIEW
Low score on classroom rules/practices	Expectations are unclear or inconsistent between classes	Co-create 3-5 shared routines with students (e.g. device usage rules with students; introduce 'tech-free' focused activities to improve concentration); use consistent language across lessons	Quick pupil pulse: "I know when/how we use devices in class" + teacher self-check (weekly)
Low score on detecting needs / responding to concerns	Learners do not disclose early; staff responses vary	Introduce a safe dialogue mechanism (anonymous question box/short weekly check-in); adopt a standard first response routine such as Recognise → Reassure → Refer when online harm is disclosed	Exit ticket: "Where do you go for help?" + teacher tick-list: "Did I use the routine?"
Low score on referral/reporting clarity	Students and staff are unsure what is reportable and what to do next	Use the school's one-page route in every relevant lesson (show it briefly, repeat it); run one 10-minute scenario discussion on "reportable vs manageable" and "who to tell"	1-minute recall check in class + reduced "lost cases" noted in safeguarding log review
Low score on collaboration with parents/carers	Home-school messages about habits and risks are misaligned	Send one short, practical parent tip sheet aligned with school routines (sleep/charging location; group chat boundaries; how to seek help); invite parents to one skill-based session using school materials	Parent feedback micro-survey + increased parent awareness of routes/supports
Low score on digital inclusion	Activities unintentionally exclude learners (access, skills, SEND)	Apply an "equity check" to each digital task: provide an offline/low-tech alternative; scaffold digital skills; check accessibility and support needs	Teacher reflection log + pupil feedback from targeted learners (spot check)


So, teachers can turn each Action plan priority into a classroom-ready commitment using four lines:

- **Priority sub-area:** (from the Action plan).

- **Gap in practice:** “We do not have ___, so ___ happens.”.
- **One routine/practice change (2–4 weeks):** (what I will do consistently).
- **Indicator + review date:** (what evidence I will collect, when I will review and share).

This approach helps ensure the Action plan leads to **consistent classroom routines**, stronger pupil support and prevention, and a sustainable cycle of monitoring and improvement – supported by teacher evidence and regular termly review.



Indications to use these tools and start your self-assessment journey can be found [HERE!!](#) 

Working with parents

The family environment is undoubtedly the primary context where children and young people develop their values, habits, and initial understanding of the digital world. For schools adopting a whole-school approach, working closely with parents/guardians is not optional.

As teachers repeatedly reported that parents/guardians are often unsure and need guidance to navigate the digital world, the school’s role is to support them and empower them, ensuring continuity of action and making them co-authors of the well-being plan of their children.

Fostering dialogue: Short conversation tips for teachers to share with parents

Teachers can use these practical conversation starters to encourage parents/guardians to initiate a supportive and constructive dialogue about digital habits with their children. This moves the conversation beyond simple time limits and towards emotional literacy and self-regulation.

- **Balance & time:** Parents should be encouraged to set clear rules or principles regarding screen use in the home environment – when, where and how digital devices will be used. In creating these rules, children’s perspective and needs should be heard and acknowledged. The rules should be unambiguous, realistic, trackable and clearly communicated to all family members. Importantly, not respecting rules should be followed by a previously known consequence (e.g., no screentime the following day). Children who own smartphones and are growing

up in families with weak/inconsistent/non-explicit rules regarding device use are at a severe risk for excessive and problematic screen use.

- **Quality of screentime:** Parents/Guardians should focus on *when* and *why* their children use the device, not just *how long*. The critical question to ask is: "Can they put it down easily? If not, that's the signal for a deeper conversation". This strategy shifts the focus from restrictive screen time rules to fostering internal self-regulation and healthy habits⁶.
- **Safety & privacy:** Parents can try asking: "Who is your digital community?" and follow up with the principle: "If you wouldn't trust a person in your home, they shouldn't be in their private chat." The goal is to keep the conversation open and normalise discussions about online friends and potential risks without resorting to immediate judgment.
- **Modelling:** Parents are the primary role models. Teachers should remind them: "Are you setting your phone aside during dinner? Children copy habits, not words. Model the balance you want to see." This addresses the fundamental role of parents as primary influencers.
- **Conflict & harm:** If a child is upset by something online, parents should be advised to validate the feeling first: "I hear that hurt you." Then, the focus should shift to problem-solving: "Now, what do you want to do next?" This encourages open reporting of issues and links directly to emotional well-being⁷.

Strengthening the Partnership: Suggestions for Joint Parent-Teacher Sessions

To promote the necessary continuity, schools should integrate parents into the **Action plan** developed after using the *digi.well* Self-assessment tool.

Joint parent-teacher sessions could help strengthen parental involvement. These sessions should be practical, skills-focused, and encourage parents to act as co-authors of the school's well-being culture. Examples of sessions could include:

1. **"Self-assessment tool results & shared solutions" Session:** The goal is to use the data (anonymous Self-assessment tool results) to drive the conversation. Show parents which areas the school needs most help with (e.g., student distraction or cyberbullying). The activity would involve dividing parents into small groups to brainstorm 2-3 specific home-based solutions for the lowest-scoring domain (e.g., if the score is low on "Balance," they brainstorm strategies to protect homework time).

⁶ <https://pubmed.ncbi.nlm.nih.gov/36106276/>.

⁷ <https://dergipark.org.tr/en/download/article-file/2778505>.

2. **"Student Digital Mentors" Workshop:** The goal is to leverage student expertise (Intergenerational Learning). The activity would involve having students from the Digital Leaders Programme (Portuguese Snapshot) run stations where parents can learn *how to use* the apps their children use (e.g., set privacy settings on Instagram, or understand Discord group mechanics). This promotes Responsibility in students and competence in parents.
3. **"Well-being and Sleep Hygiene" Talk:** The goal is to directly address the impact of devices on health and academic performance. The activity would involve bringing in a school nurse or psychologist (supported by the [Cuida-te+ Programme](#)) to discuss the link between pre-sleep screen use and the lack of Perseverance and Engagement in class⁸.
4. **"Connected Parents Connected kids" workshop:** This interactive workshop brings together parents of children who are friends, with teachers acting as moderators who help form discussion groups based on existing friendship networks in the class. Within these groups, parents explore how their children interact online; what games they play, which communication platforms they use, and whether these environments are age appropriate. Parents are also encouraged to align their rules around screen time and digital boundaries, to minimise peer pressure effects. Each group then presents its conclusions and agreed-upon actions to the wider parent community.

National resources and referrals

Introduction

This document is part of the **digi.well^P Teacher National resources** and provides a curated collection of resources and points of referral to bridge the gap between national policies and daily practice. These resources are key to transforming teacher awareness into continuous action, complementing the whole-school approach and family collaboration.

⁸ <https://link.springer.com/article/10.1007/s12310-023-09574-1>.

⁹ The [digi.well](#) project is a twenty-four-month project funded by the European Union. It aims to explore, develop and foster a whole-school approach to well-being in a digital world, building upon an in-depth understanding of the needs of children, young people, teachers and a wider range of school professionals, while developing and implementing a set of self-assessment, capacity building and outreach tools.

Portugal

Portugal has a strong focus on Digital Citizenship Education, supported by a network of government bodies, NGOs, Helplines and Educational Materials.

- **Core Educational Materials:**

- [SeguraNet Awareness Centre](#) (SeguraNet) – Provides teacher training, produces educational resources and runs awareness-raising campaigns, as well as initiatives aimed at the school community, such as:
 - [Digital Leaders initiative](#) – a flagship initiative that promotes students’ active participation in fostering digital citizenship and digital well-being, peer-to-peer support, and whole-school engagement;
 - [SeguraNet Challenges](#) – a national competition for students, parents and teachers, organised by age groups, with monthly and termly themes.
- [School Without Bullying | School Without Violence](#) – a school certification scheme that provides specific guidance and resources for preventing (cyber)bullying and promoting safe and inclusive school environments.
- [Healthy School Label](#) – a school certification and reference framework that recognises and values schools’ work in promoting health and well-being, including psychosocial well-being and the creation of healthy learning environments.
- [CriA.On](#) - The project’s main aim is to foster reflection and literacy around the digital contexts in which children and adolescents grow up, by providing resources, activities and accessible content in Portuguese for families, educators and professionals.
- [Navega\(s\) em Segurança? \(IPDJ\)](#) - This programme is an initiative of the Portuguese Institute for Sport and Youth (IPDJ), delivered through the Safer Internet Centre, which aims to promote digital citizenship and the safe use of the internet among children, young people and the wider community. The initiative includes information and awareness-raising sessions led by young volunteers, covering topics such as cyberbullying, disinformation, data protection and online relationships.

- **National Programme & Helpline:**

- [Linha Internet Segura \(LIS\)](#) - Provides support via helpline and hotline services for immediate support and the rapid removal of harmful content. The LIS is a service that supports victims of cybercrime and provides guidance aimed at promoting safer internet use. It is managed by [APAV](#) and operates within the framework of the Safer Internet Centre Consortium, coordinated by the [National Cybersecurity Centre \(CNCS\)](#). The LIS comprises two services: the Helpline and the Hotline.

- **Helpline:** This is a free, confidential, and anonymous service that provides information and support to anyone with questions about the use of digital platforms or technologies. Support is available via an online form, telephone (800 21 90 90), and email (linhainternetsegura@apav.pt).
- **Hotline:** This service enables the reporting of illegal online content, particularly situations involving sexual abuse of children, as well as content promoting racism or violence. Reports are anonymous and confidential and can be submitted using the same contacts mentioned above or via the dedicated online form “Report Illegal Content”.
[APAV](#) also provides the Victim Support Line (116 006), available on working days from 8:00 a.m. to 11:00 p.m., free of charge and confidential; a network of Victim Support Offices (GAV) located across different regions of the country; an email contact (apav.sede@apav.pt); and other communication channels such as Skype (apav_lav) and social media platforms (Messenger, X, Instagram, YouTube, LinkedIn, TikTok).
- **Immediate Support & Counselling** - Refer parents to the [Safer Internet Line / Helpline or Victim Support Line](#) for specialised guidance and support for children and parents, particularly in situations involving online risk, harm or victimisation.
- **[Victim Support Line - 116006 \(APAV\)](#)** - Provides specialised emotional, psychological, and legal support to victims of crime, including online abuse, cyberviolence, and digital harassment, offering confidential guidance and referral to appropriate services.
- **[Safer Internet Line \(reporting harmful content\)](#)** - Provide the national Portuguese contact for the Safer Internet for reporting illegal content and supporting its removal.
- **[Cuida-te+ Programme](#)** - For concerns primarily related to emotional well-being and mental health, direct parents to the Cuida-te+ Programme, which facilitates access to psychological, medical, and social support services. The #CuidaDaTuaRede Program, developed by APAV, is an online relationship violence prevention program, a structured prevention initiative aimed at promoting the learning and practice of digital and social skills. Its goal is to encourage conscious, healthy, and empathetic behaviour in internet and ICT use, as well as in online social interactions.
The program is designed for children and young people aged 10 to 18 who, due to social, economic, family, behavioural, and/or contextual factors, may be more vulnerable to involvement in situations of violence, particularly online violence. It consists of 7 prevention sessions, with each session lasting approximately 60 minutes. Each session includes a specific implementation plan tailored to the age group of the children and young people (10–12 years; 13–15 years; and 16–18 years).

- **Support Body:**
 - [Ministério da Educação, Ciência e Inovação](#)
 - Instituto de Educação, Qualidade e Avaliação (EduQA) / [Direção-Geral da Educação \(DGE\)](#)
 - [Associação Portuguesa de Apoio à Vítima \(APAV\)](#)
 - [Centro de Sensibilização SeguraNet](#)
 - [CIS-LAB Laboratório de Cibersegurança \(Centro Internet Segura\)](#)
 - [Centro Nacional de Cibersegurança \(CNCS\)](#)

Serbia

- **Core Educational Materials:**
 - A broader approach:
 - [Education for the Purpose of the Well-being and Comprehensive Development of Children: A Guide for Staff in Primary and Secondary Schools](#)
 - [Digital segment of the institution's development plan](#)
 - [Mental Health in Schools](#)
 - Targeting digital well-being
 - [The Teacher for the Digital Age Framework](#)
 - [Quality Screentime](#) - A set of five publications about screentime for different target groups (lower and upper primary school pupils, secondary school students, teachers and parents), providing age-appropriate information on quality internet use as well as self-reflection opportunities. The set tackles concepts like digital resilience (students), how best to organise online or hybrid teaching (teachers) or be a digital mentor (parents). It was produced through the program "New Literacy" (USAID, Propulsion Fund) with the Digital Serbia Initiative and the Institute for the Evaluation of Quality of Education and Upbringing.
 - [Digital literacy: A digital compass for parents](#)
 - [Digital citizenship](#)
- **National Programme & Helpline:**
 - [Smart and Safe \(Pametno i bezbedno\)](#) – the platform's central feature is the National Contact Centre for Children's Safety on the Internet. Through this centre, citizens can report harmful content or online dangers (e.g., cyberbullying, inappropriate contact with minors) via phone (19833), email, or

online forms — with reports accepted anonymously. The platform also provides educational resources, advice, and training materials targeted at different groups, including parents, teachers, and children, as well as informative content about online risks and how to navigate them safely.

- **I take care of you (Čuvam te)** - national platform for the prevention and suppression of violence involving children. The platform serves as a central hub for information, education, and reporting. Children, parents, and educators can access educational materials, participate in online training programs, and submit online reports of violence involving minors.
- **Policy & Training Link:** Institute for the Improvement of Education (“[ZUOV](#)”), MOE’s agency, offers focused support:
 - **National Education Portal** – a collection of educational resources on different topics, including Digital Citizenship, with integrated adapted AI model for creating lesson plans on the topic.
 - **Platform for implementing training in public interest** (“ZUOV Edu”) offering free trainings on different topics such as online safety.
- **Support Body:**
 - **Ministry of Education (Ministarstvo prosvete)**
 - **Ministry of Information and Telecommunications**
- **NGO/Other:**
 - **Better Online (Bolji Online)** is a platform developed by a telecommunications company A1, Ministry of Information and Telecommunications and the Digital Communications Institute for sharing resources, organising events, providing support and raising awareness on different aspects of digital use for families, educators, children and youth.
 - **Family Network** is a three-season-TV series produced by National Broadcasting Service in which a psychologist and communication expert talks to families in order to help parents learn how to understand and communicate to children about their digital habits. The first five out of 10 episodes of the 3rd season are dedicated to cyberbullying, but the series covers many other topics related to digital habits.
 - **Children and the Internet: Smart from the Start** - A digital guide aimed primarily at parents/guardians and teachers of children/pupils aged 4-8 covering different aspects of use of the internet and digital tools at the early age. The initiative provides different resources that provide information and thoughtful tips/guidelines on screentime, what productive/unproductive screentime can look like, etc. It takes into account physical (e.g. lack of sleep, sedentary activities), cognitive (educational games, age-appropriate content)

and emotional (mood, confidence) wellbeing of children. The resources were based on research conducted during the project and trainings were organised for teachers. The initiative was a partnership between the Ministry of Education, the civil sector and industry partners.

Slovenia

- **Core educational materials:**
 - [Recognising and preventing violence in schools](#) – basic guidelines, resources, manuals, protocols, news.
 - A selection of annually prepared training programs on socio-emotional competencies, mental health, violence prevention etc. in [national KATIS system](#) (Op. KATIS is a system that enables education professionals to choose and participate in continuing education and training programmes supported by the ministry.)
 - [Safe and encouraging learning environment](#) | Support provided by National Education Institute – link to KATIS programmes, video tutorials, ‘packages’ for schools and kindergardens.
 - Safe.si – “[Well-being and internet](#)” classroom-ready materials (quizzes by age, posters, decision trees, leaflets on digital wellbeing and mental health).
 - [Safe.si](#) – guidance for teachers and schools on safe/secure use of digital tools (incl. recommendations for teaching/learning online).

- **National programme & helpline:**
 - [Centre for Digital Wellbeing Logout](#): A support centre based in Ljubljana, Kranj, Celje, Koper and Maribor, focused on digital well-being challenges (e.g., problematic screen use, digital addictions, online harms). Provides counselling for children, families and adults – free of charge, a helpline for anyone struggling with digital well-being, support groups for parents and adolescents, a three-week Digital detox program in collaboration with MKZ Rakitna, and a youth summer camp. For schools, Logout offers lectures and workshops for children, parents and school workers on various digital well-being related topics.
 - [TOM Telefon \(Child & Youth Helpline\)](#) – **116 111**: Free, confidential national helpline for children and adolescents, including support for online-related stress, bullying, and other difficulties.
 - [SAFE.SI](#): National awareness centre for safer internet use, offering guidance and educational resources for children, parents and teachers (materials, tips and school support).

- [Spletno Oko](#): National reporting hotline for illegal online child sexual abuse material, enabling anonymous reporting and follow-up with relevant authorities.
 - [Klic v duševni stiski \(UPK Ljubljana\)](#): Confidential crisis helpline providing support for people in severe distress, including suicidal thoughts, and helping connect to further care.
 - [Zaupni telefon Samarijan](#): Confidential crisis support line offering anonymous emotional support and suicide prevention support.
 - [Varni na internetu](#): National cybersecurity awareness initiative sharing alerts about online scams and practical safety guidance useful for schools and families.
 - [Center Šteker](#): A youth centre in Maribor that specialises in supporting adolescents facing digital challenges such as online risks, cyberbullying, excessive screen use, and other internet-related issues. It provides counselling, educational workshops and various prevention programs.
 - [#tosemjaz](#) – free confidential support
 - [Police](#) – anonymous reporting
 - [DIGI.DR](#) – digital citizenship and media education materials for schools, staff and parents.
 - Project and programmes on [disinformation](#)
 - [Časoris](#) - online newspaper for children
 - Portal for [media and information literacy](#)
- **Policy & training link:**
 - [Information Commissioner](#) – IT solutions in education (guidelines):
 - [Police](#) – Safety on internet
 - **Support body:**
 - [Ministry of Education](#) – official education authority (policies, public calls, system guidance).
 - [AKOS](#) – Digital Services Coordinator (DSA user guidance, complaint pathways, platform safety oversight).
 - [National Institute of Public Health](#) – national public health body (relevant for wellbeing and prevention).
 - [MIRA](#) – National programme on mental health.
 - [Center za varnejši internet](#) – umbrella portal with research/trends and access points to key services.
 - [SI-CERT](#) – incident reporting and support (useful when schools face cyber incidents).

Ready-to-use classroom activities



Introduction

This document is part of the **digi.well¹⁰ Teacher National resources** and serves as a practical manual for teachers, translating the whole-school approach into short, **ready-to-use classroom activities**.

Each activity is aligned with the domains measured by the [digi.well Self-assessment tool](#) and addresses key priorities identified in the *National Snapshots* chapter (e.g., lack of concentration, cyberbullying).



Activity 1: Digital Flow State Audit¹¹

🎯 Digital Flow State Audit 🎯

Summary	This activity focuses on identifying and maximising purposeful technology use , encouraging students to recognise when technology enhances their Engagement and learning, contrasting it with passive use. The school's commitment to using innovative technology (VR/AI) necessitates a focus on responsible and engaging use .
Self-assessment tool key area	Practice, Policy
Time Needed	35 minutes 
Objective 	To teach students a method for distinguishing between passive/distracting screen time and screen time that leads to a state of "flow" (deep, productive concentration), aligning digital use with goals of fulfilment and engagement. This approach is





¹⁰ The [digi.well](#) project is a twenty-four-month project funded by the European Union. It aims to explore, develop and foster a whole-school approach to well-being in a digital world, building upon an in-depth understanding of the needs of children, young people, teachers and a wider range of school professionals, while developing and implementing a set of self-assessment, capacity building and outreach tools.

¹¹ This activity was developed by the General-Directorate for Education of the Portuguese Ministry of Education (DGE) and implemented through [ICWG 2024 Case Study](#).

	crucial when introducing innovative technologies like VR/AI to ensure purposeful adoption (ICWG Case Study: Agrupamento Freixo, 2024, p. 13).
Materials 	"Digital Flow" worksheet with two columns (Passive vs. Productive).
Steps 	<ol style="list-style-type: none"> 1. Start (10 minutes): The teacher discusses the difference between screen time that consumes (infinite scrolling, random videos) and screen time that <i>creates</i> value (programming, video editing, deep research). Mention the school's use of VR/AI as examples of <i>productive</i> engagement. 2. Individual Reflection (15 minutes): Students secretly fill out their worksheet, listing: Column A (Passive Use): Where they lose track of time without learning anything. Column B (Productive/Flow Use): Where they use technology for a project and feel engaged and optimistic. 3. Teacher Check-in (10 minutes): The teacher leads a general discussion, asking: "What are the emotions associated with Column B (Productive)?" and "How can we negotiate swapping 15 minutes of Passive Use for 15 minutes of Productive Use in the next homework assignment?" The focus is on the personal strategy of Balance.
Adaptations	Younger pupils (Ages 10-12): Use the concept of "Slow Tech vs. Fast Tech." Focus on activities that last longer than 10 minutes (Slow) versus less than 2 minutes (Fast).

Activity 2: Digital Exclusion Role-Play – “After All, You’re the One Losing”¹²

➤ Digital Exclusion Role-Play – “After All, You’re the One Losing”

Summary	This activity helps students recognise digital exclusion as a form of online violence and equips them with practical strategies for supporting victims , promoting empathy, assertive communication, and active listening. Students transform abstract knowledge about cyberviolence into concrete behavioural responses.
Self-assessment tool key area	Policy, Practices
Time Needed	20–25 minutes 
Objective 	Identify digital exclusion as a form of online violence; recognise causes, motivations, and consequences of online violence; develop assertive communication and active listening skills; promote empathy toward victims.
Materials 	Short scenario cards (e.g. “I need to talk to you. I’m not sure if you noticed, but Carolina has excluded me from the Roblox chat and I don’t know why. Yesterday, when I went to play, I realised it. She hasn’t said anything to me, and today she hasn’t even looked at me. I don’t know what’s going on or if I did something wrong, but I’m feeling left out and isolated. What do you think I should do?”).
Steps 	<ol style="list-style-type: none"> Setting the Scene (10 minutes) Briefly review the concept of digital exclusion and online violence. Invite one or two volunteers from the group to

¹² This activity was developed by Associação Portuguesa de Apoio à Vítima (APAV) within the scope of the Project [#CuidaDaTuaRede: a prevention programme addressing violence in online relationships](#). The project is funded by the Northern Regional Programme (NORTE 2030) under Portugal 2030 and is also supported by the Caixa Social Programme of Caixa Geral de Depósitos, acting as a social investor.

take on the roles: one as the **victim** and one as the **listener/supporter**. The facilitator may choose to play the victim role if appropriate, depending on group characteristics.

2. Role-Play (25 minutes) 🎭

Give the scenario card to the student playing the victim, if not played by the facilitator.

Explain that the victim should read the scenario aloud.

The listener/supporter should pay attention, provide empathy, and offer advice at the end of the reading.

If the supporter struggles to identify strategies, the group may contribute ideas.

3. Group Discussion (10 minutes)

After the role-play, thank participants and lead a group discussion on the scenario.

Encourage students to identify forms of online violence present (e.g., digital exclusion).

Discuss potential online safety strategies, using the:

REPARA acronym:

R: Remain calm, breathe deeply, and resist situations of threat or blackmail

E: Evidence – save everything that may serve as proof

P: Protect – block and report the profile/group

A: Ask for support – contact a trusted adult or support structure

R: Review privacy settings frequently on all platforms and social media

A: Autocare – engage in offline activities to maintain well-being


Example Discussion Questions:

- Why might Carolina have excluded Clara from the group?
- Does Clara bear any responsibility for being excluded?
- How might Clara have felt about this exclusion?
- How would you feel in Clara's place?
- What do you think about Clara talking to a friend about it?




	<ul style="list-style-type: none"> • What else could Clara do to resolve the situation? • What would you do if you were Clara?
Adaptations	<ul style="list-style-type: none"> • Younger pupils (Ages 10–12): Focus on listening and sharing feelings. The facilitator may play the victim. Visual aids or drawings can replace role-play. • Older pupils (Ages 13+): Include discussion of digital policy, rules, and ethical considerations. Highlight the “sense of impunity” in online exclusion and how students’ actions align with anti-bullying guidelines.

Activity 3: Group discussion on digital well-being aspects¹³

Group discussion on digital well-being aspects

Summary	The activity engages students in a guided discussion on digital well-being, focusing on how digital technologies used at school can both support learning and contribute to overload or stress. Through pre-reading, group discussion, and whole-class reflection, students explore different perspectives, compare experiences, and collaboratively evaluate the benefits and challenges of digital technology use in educational settings.
Self-assessment tool key area	Practices
Time Needed	40-50 minutes 




¹³ This activity was developed by Foundation Tempus for the [digi.well](https://digi.well.eu) project.

<p>Objective </p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss how digital technologies affect learning and well-being at school. • Identify and compare suggested advantages and disadvantages of digital tools from their own and their peers' perspectives. • Reflect critically on how digital practices can support balance, focus, and collaboration.
<p>Materials </p>	<p>An article on the topic assigned beforehand in order to get students to familiarise with the topic of the use of technologies at school and home e.g., More than 100,000 people urge MPs to ban social media for under-16s in UK Social media time does not increase teenagers' mental health problems - study</p>
<p>Steps </p>	<ol style="list-style-type: none"> 1. Teacher sets the topic connected with digital well-being by eliciting questions (5-10 minutes): <ul style="list-style-type: none"> • Possible topic: Which ways of using digital technologies at school help students learn and feel balanced, and which ones make school more overwhelming or exhausting? • Possible eliciting questions: Which apps do students use while at school? Name some apps for studying and for socialising? Are there learning apps that you visit daily? Which apps do teachers use in class? (etc.) 2. Group work: Students are organised in small discussion groups: Students brainstorm different digital tools/applications they use daily. Each group identifies two or three possible advantages and disadvantages of using digital technologies at school, based on their own experience and the assigned article. 3. Presentation (10-15 minutes):

	Each group presents its advantages and disadvantages and the whole class votes to put the advantages/disadvantages in order of importance.
Adaptations	Pre-discussion tasks could be adapted to various age and interest groups.

Activity 4: How social media can make us feel¹⁴

How social media can make us feel

Summary	This activity encourages critical consideration of how social media can shape emotions, self-image and feelings of belonging. Through working in small groups, pupils learn to recognise emotions extensive social media use can trigger , to identify that online content shows only select moments, to develop strategies to respond to negative emotions linked to extensive social media use.
Self-assessment tool key area	Practices
Time Needed	45 minutes 
Objective 	To promote self-awareness on how social media can influence emotions and trigger comparison, as well as to promote healthy strategies for social media use.
Materials 	Shared or pupils' personal devices and internet access (alternatively printed screenshots of social media posts), papers and pens, sticky notes, board.

¹⁴ This activity was developed by Foundation Tempus for the [digi.well](https://digi.well.eu/) project.

Steps



1. Start (10 minutes):

The teacher shows several contrasting posts – showing some “perfect” moments (e.g., a celebrity post, an influencer on holiday, etc.) and some neutral or everyday moments (e.g., homework, hobbies, daily routines, etc.) The teacher leads the class in discussion: How does each post make you feel? Which post looks more like real life?

2. Group work (30 minutes):





The teacher sets the problem question: **How does spending time on social media affect how we feel about ourselves and our lives?** Pupils are split into small groups (3-5 per group) and provided with materials and led through the discussions:

- **Part 1: Identifying feelings (10 minutes)** – Groups discuss and list: emotions social media can trigger (happiness, envy, sadness, motivation); situations when people might feel not good enough, left out, less successful or popular. Pupils can select influencer posts or videos on their phones, be provided with samples by the teacher, or draw on their own experiences (without sharing personal details if they do not wish to) or observation of peers.
- **Part 2: Reality check (10 minutes)** – Groups answer: what do people usually show on social media? What do they usually hide? How might filters, editing, or selective posting affect the viewers’ emotions? Based on the discussion, groups create a simple check list that can include: How does this post make me feel? Is this a whole story or just a moment? Am I comparing my real life to someone’s finest hour?
- **Part 3: Sharing feelings (10 minutes)** – Each group produces three sticky notes containing one common emotion linked to social media, one reason comparison happens, and one personal reminder that can help put posts into perspective and place them on the board.

	<p>The teacher reinforces the common feelings each group has shared, reminds pupils that social media does not give us the full picture, and that emotions might feel real but are not facts.</p> <p>3. Mini project (5 minutes): Each group creates a small poster with a message they want to share based on their discussions.</p>
<p>Adaptations</p>	<ul style="list-style-type: none"> • Younger pupils (Ages 10-12): Can use emojis to label emotions. The teacher can simplify the language used to discuss comparison by distinguishing between online life (what people choose to share and show online) and real life (what everyday life is actually like, including boring or difficult moments). The focus of the analysed posts should also be on friendship, having fun and belonging (eliciting questions like “Do I fit in?” “Do my friends like me?” etc.) instead of status, popularity and identity that are more appropriate for teens. • Older pupils (Ages 13+): Could also discuss algorithms, the pressure to “perform” for social media and document every moment, popularity metrics such as likes and followers, and encourage coping strategies (the mentioned reality-check questions, muting or unfollowing accounts that trigger comparison and negative emotions, focusing on accounts that highlight positive values like skills or humour, and recognising that what they see online is something they can shape).

Activity 5: Bus Station – Choosing Our Digital Preferences¹⁵






Bus Station – Choosing Our Digital Preferences

Summary	Students physically position themselves in the classroom according to their preferences between two contrasting options related to digital life and everyday values. The activity encourages movement, self-awareness, perspective-taking, and reflection on digital habits and choices.
Self-assessment tool key area	Practices
Time Needed	20–30 minutes 
Objective 	To promote self-awareness about digital preferences, encourage respectful opinion sharing, and help students reflect on how digital choices relate to their values, relationships, and well-being.
Materials 	<ul style="list-style-type: none"> • Open classroom space • Optional: printed signs for each choice (not required)
Steps 	<ol style="list-style-type: none"> 1. Introduction (5 minutes): The teacher explains that the classroom represents a “bus station.” Each side of the room is a different “destination.” For each pair of options, students choose the side that best reflects their current preference. There are no right or wrong answers. 2. Movement and choice (10–15 minutes): Students start in the centre of the room. The teacher reads out one pair of options at a time. Students move to

¹⁵ This activity was developed by Logout within the [INSADIA – Inclusion and Safety in the Digital Age project](#), which aims to promote safe, inclusive, and reflective use of digital technologies among young people through educational and participatory methods.

	<p>the side that matches their preference. Example option pairs (adapt or replace as needed):</p> <ol style="list-style-type: none"> Phone or nature Friends or family Instagram or TikTok Filter or no filter Minecraft or Fortnite Like or comment <p>3. Opinion sharing (5–7 minutes): After selected rounds, the teacher invites a few volunteers from each side to briefly share <i>why</i> they chose that option. Emphasise listening without judgment and respecting different viewpoints.</p> <p>4. Group reflection (5 minutes): The teacher facilitates a short discussion using prompts such as:</p> <ol style="list-style-type: none"> What choices were easiest or hardest to make? Did anyone change their mind after hearing others? Which choices relate most to your digital well-being? Do these preferences ever change depending on mood or situation?
<p>Adaptations</p>	<ul style="list-style-type: none"> • Younger pupils (Ages 10-12): Reduce the number of choices and keep sharing very brief. • Older pupils (Ages 13+): Allow a “middle zone” for those who feel undecided or want to explain mixed feelings. • For quieter groups: Students can discuss their reasons in pairs before sharing with the whole class. • The facilitator should adapt options to the group’s age, interests, and cultural context.

Activity 6: Digital Cobweb – What I Would Never Share ¹⁶

Digital Cobweb – What I Would Never Share	
Summary	Students create a visual “cobweb” using a ball of wool to explore how online content spreads beyond the person who posts it. Through shared statements and reflection, students learn that online posts can reach many people — including those who did not choose to see them — highlighting digital responsibility and well-being .
Self-assessment tool key area	Practices
Time Needed	20–30 minutes 
Objective 	To raise awareness of how online content spreads, encourage reflection on personal digital boundaries, and help students understand that what is shared online can reach others without their consent.
Materials 	<ul style="list-style-type: none"> • One ball of wool or yarn  • Space for students to stand in a circle
Steps 	<ol style="list-style-type: none"> 1. Introduction (3–5 minutes): Students stand in a circle. The teacher explains that the wool represents how things travel online. Emphasise that the activity is not about right or wrong answers, but about understanding how sharing works in the digital world. 2. Explaining the Key Rule (2 minutes): The teacher explains:

¹⁶ This activity was developed by Logout within the [INSADIA – Inclusion and Safety in the Digital Age project](#), which aims to promote safe, inclusive, and reflective use of digital technologies among young people through educational and participatory methods.

"When someone says, 'I would never post or share...', don't think about whether you agree.

Think about this question: *If this was posted online, could it end up on your phone or screen?"*

3. Starting the Activity (10–15 minutes):

The facilitator holds the ball of wool and makes a statement beginning with:

'I would never post or share...'

(e.g. embarrassing photos of someone else, private messages, something posted in anger).

Students who feel the content **could reach them online** respond with the agreed phrase (see options below).

The facilitator keeps hold of one end of the wool and throws the ball to one of those students.

If several students respond, the ball is passed to them one by one. Each student holds onto a part of the wool.

The **last student** holding the ball makes a new statement and continues the activity.

4. Visual Reflection (5 minutes):

Once the wool is used up, students carefully place the cobweb on the floor.

The teacher explains that, like the web, online sharing creates connections that are hard to undo.

5. Group Reflection (5 minutes):

The teacher asks reflective questions such as:

- a. Did everyone in the web choose to post something?
- b. Did everyone choose to see it?
- c. What happens if one person shares something further?
- d. Who has control once something is posted online?

Phrases students can use (choose one and use it consistently):

- "I could see that."
- "That could end up with me."
- "That could be shared with me."

	<ul style="list-style-type: none"> • “I might get that.”
<p>Adaptations</p>	<ul style="list-style-type: none"> • Younger pupils (Ages 10-12): The facilitator can offer example statements to choose from. • Older pupils (Ages 13+): Encourage more reflective statements (e.g. posting when emotional, sharing screenshots). • For quieter groups: Students may raise a hand instead of speaking. • If space is limited, students may remain seated and pass the wool carefully.

Good practices: Examples from schools

Introduction

This chapter showcases tangible examples of successful interventions implemented by schools across the [digi.well](#) project partner countries (Portugal, Serbia and Slovenia). These short, concrete practices align directly with the core domains of the [digi.well Self-assessment tool](#) (Leadership, Policy, Infrastructure & Equipment, and Practice). These examples serve as inspiration and a starting point for any school seeking to foster a proactive well-being culture.

Good Practices in Portugal

Portuguese schools often leverage official national guidance and strong partnerships with NGOs like [APAV](#) and the [SeguraNet Awareness Centre](#). The focus is often on proactive policy implementation and student empowerment.

Practice 1

Student-led digital ambassador's programme

Self-assessment tool area alignment	Leadership, Practices.
Description	Following the model encouraged by the DGE's Digital Leaders Programme , one secondary school established a voluntary "Digital Ambassadors" group. These students received basic training from the school psychologist and an IT teacher on netiquette, cyberbullying prevention, and identifying online misinformation. Their role is to run 15-minute peer-to-peer workshops during form-tutor time and act as a confidential, non-authoritarian first contact point for peers experiencing online conflict.
Impact	This shifted the culture from teachers being the sole authority on risks to one where students took Responsibility for their community's Safety .

Practice 2

Co-authored class digital rules

Self-assessment tool area alignment	Policy, Practices.
Description	In line with the DGE's Recommendations for the Promotion of Digital Well-Being in Schools , one primary school mandates that every class (ages 10-12) co-create its own set of "Digital Class Rules" at the start of the year. The rules include specific protocols for mobile phone storage (Infrastructure) and a clear, student-defined consequence for disrupting focus during lesson time.
Impact	This promotes ownership of the Policy and fosters Balance by making students active participants in managing distraction.

Practice 3

"Screen-free spaces" and offline socialisation	
Self-assessment tool area alignment	Infrastructure and Equipment, Leadership.
Description	A school reported adapting its playground policy to designate certain areas (e.g., picnic tables, basketball courts) as " Screen-Free Zones " during lunch and break times. While devices were not banned entirely from the campus, the physical infrastructure was used to promote face-to-face interaction, directly addressing the need for strengthening social interaction and face-to-face activities mentioned in the national guidance.
Impact	Promoted offline Connectedness and encouraged students to find engagement outside the digital sphere (linking to the Hedonic dimension of well-being).

Good Practices in Serbia

Serbian schools have reported success through preventive educational workshops and strong outreach to parents regarding serious risks.

Practice 4

Video training for teachers on Socio and Emotional Learning (SEL) to foster children's well-being	
Self-assessment tool area alignment	Practices.
Description	The Serbian Ministry of Education has launched a video training " Education and Social and Emotional Learning for Children's Well-being and Comprehensive Development " for teachers and school staff. The course guides educators on integrating social and emotional learning into everyday teaching, supporting children's social skills, teamwork, and

	respect, while promoting positive discipline and collaboration with parents. It has been distributed to all schools in Serbia to strengthen both teacher practice and student well-being.
Impact	Teachers are strengthened to integrate and implement the edifying role of educational institutions through curricular, extracurricular and leisure activities, and to provide support to parents.

Practice 5

Supportive teacher-parent/pupil communication practices	
Self-assessment tool area alignment	Leadership, Policy.
Description	A shared communication approach with clearly outlined channels for school-home communication and the week-day times when teachers are available. The guidelines are included in school policy and communicated to staff, parents and students and outline expected response times, handling urgent matters.
Impact	Clear and shared expectations around communication, reduced burden of constant availability on teachers, creating clear boundaries for work-life balance.

Practice 6

Better Online series of workshops and discussions¹⁷	
Self-assessment tool area alignment	Practices
Description	Through this partnership between a Ministry, industry representative and an institute, a series of workshops and lectures is organised to tackle different topics related to digital well-being aimed at teachers, parents and teenagers,

¹⁷ <https://boljionline.rs/>

	e.g. Digital Detox: The Balance that Preserves our Mental Health, Digital Communication in Familial Relationships, etc.
Impact	Participants are provided with information from experts and with the opportunity to reflect and discuss on complex and evolving topics of digital well-being, increasing their ability to implement change and evolve their own habits.

Good Practices in Slovenia

Practice 7

Annual digital well-being checks embedded in School Rules + a clear protocol for online violence

Self-assessment tool area alignment	Leadership, Policy, Practices (and supporting Infrastructure & Equipment).
Description	<ul style="list-style-type: none"> • Several Slovenian schools operationalise digital well-being by treating it as part of the school's legally required behaviour framework: the <i>Behaviour Plan (Vzgojni načrt)</i> and <i>School Rules (Pravila šolskega reda)</i> are reviewed and adjusted every year, so expectations stay realistic and enforceable as technologies and risks change. What this looks like in practice: <ul style="list-style-type: none"> ○ The leadership team schedules a yearly review with teachers, the counselling service and (where possible) student/parent representatives, updating: (a) device-use expectations, (b) rules on recording/sharing content, and (c) consequences and restorative steps. ○ The school adopts a simple, shared incident flow: who intervenes immediately, who documents, who contacts parents, and when to involve external services (social work/police) in serious cases. ○ Staff use a standard incident record (what happened, evidence, actions taken) and agree how to store digital evidence securely and lawfully.

	Preventive workshops are delivered with external partners (e.g., Safe.si / Center za varnejši internet), reinforcing the same rules and response steps across the whole school.
Impact	<ul style="list-style-type: none"> ○ More consistent staff responses (less ad-hoc handling): For some areas schools often react “depending on the situation,” which this intervention is designed to reduce by clarifying procedures. ○ Greater clarity and confidence among staff—a shared protocol reduces uncertainty over roles and next steps. ○ Faster, earlier intervention and fewer “lost cases” because the response pathway is known in advance (trackable via incident logs: time-to-first response, % cases documented, % cases resolved at class level vs escalated).

Practice 8

Počakajmo – Childhood Without Smartphones

Self-assessment tool area alignment	Policy, Practices.
Description	<p>Počakajmo is a Slovenian parent-led initiative encouraging families to delay giving children smartphones (until 9th grade) and access to social media (until age 16) so that they can enjoy more play, real-world experiences, and a carefree childhood free from early digital addiction.</p> <ul style="list-style-type: none"> ● What it looks like in practice: <ul style="list-style-type: none"> ○ A community of families agrees to postpone smartphone and social media use for their children and supports one another in this commitment. ○ Parents use shared resources such as a <i>starševski dogovor</i> (parenting agreement), practical tips, and mutual guidance on how to manage digital expectations and pressures.

Impact

- Helps normalise delaying digital device use among peer groups, reducing peer pressure to adopt smartphones early.
- Encourages increased time for play, social interaction, and real-life experiences, contributing to children's well-being and healthier childhood development.

Conclusions

This National Teacher Resources document is designed to bring together, in one place, practical resources, classroom activities, templates and examples that schools can apply immediately to strengthen digital well-being. Its purpose is to help teachers and school leaders move from good intentions to concrete routines, shared language and consistent practice across the whole school community.

What comes through most clearly is that digital well-being improves when schools stop treating it as a one-off topic or a response to incidents and instead build it into everyday school life. That means agreeing simple expectations with pupils, using the same messages across classrooms, involving parents in a supportive way, and making small adjustments over time based on what is actually happening in the school.

A key message of this guide is also that progress depends on ongoing follow-up. Effective digital well-being is not achieved through a single activity or policy, but through a continuous cycle of monitoring and improvement. Schools need to check what is working, understand what is not, adapt actions, and implement changes again. The cycle of monitoring, analysing, adapting and implementing is what turns initial efforts into sustainable cultural change, and it ensures that initiatives remain relevant to each school's unique context.

How to make this guide work in your school

Start with a quick picture of where you are: Use the *digi.well* Self-assessment tool to identify your strongest areas and the few priorities that most need attention. The aim is not to "score well", but to create a shared understanding and decide what to improve first.

Turn priorities into a short, realistic action plan: Choose a small number of actions you can deliver within a term (for example: agreed classroom norms, a monthly well-being activity, clearer reporting routes for online incidents, a parent information touchpoint). Keep it practical, assign responsibility, and set dates.

Use the resources in this document as your toolkit: Pick what matches your priorities: National Resources, Ready-to-use Classroom Activities and Good Practices. Adapt them to your age group, subject and local context. The best results usually come from consistent small actions repeated over time.

Involve parents early, with clear and simple messages: Parents often want support and clarity. Use the conversation starters, templates and links to national services to create a shared approach between home and school. Focus on guidance and partnership, not blame.

Monitor progress and adapt: Build in regular, light-touch monitoring so that improvement becomes routine rather than an extra burden. Combine quantitative and qualitative inputs, such as short anonymous surveys, quick classroom check-ins, and occasional focus groups with pupils, teachers and parents. Re-administer the Self-assessment tool annually (or biannually) to measure progress over time and use the results to update the Action plan and re-prioritise actions. This ongoing follow-up ensures that policies and resources are not “set and forget” but continuously refined based on evidence and feedback.

Recommendations

For school leaders: make time for this work. Protect space for staff discussion, ensure that expectations and procedures are clear, and support teachers with training and agreed routines. Use the Self-assessment tool results to prioritise actions and to communicate progress to the school community. Keep the cycle active by scheduling re-assessment, reviewing data, and updating the Action plan.

For teachers: use what is ready. Choose one or two classroom activities to start with, build simple routines, and share what works. Contribute to the monitoring cycle by noticing patterns, gathering informal feedback, and raising early concerns so that issues can be addressed before they escalate.

Ultimately, the success of *digi.well* in schools will be seen in practical outcomes: pupils who feel safer online, classes with clearer digital norms, staff who feel more confident dealing with challenges, and parents who know where to find help. This document is a starting point and a working tool that should remain “alive” over time – used, reviewed and improved – so that each school can strengthen digital well-being in ways that fit its reality.

References

Arslankara, V. B., Demir, A., Öztaş, Ö., & Usta, E. (2022). Digital Well-Being Scale Validity and Reliability Study. *Journal of Teacher Education and Lifelong Learning*, 4(2), 54–67.

Buerger, S., Holzer, J., Yanagida, T., Schober, B., & Spiel, C. (2023). Measuring Adolescents' Well-Being in Schools: The Adaptation and Translation of the EPOCH Measure of Adolescent Well-Being – A Validation Study. *School Mental Health*, 15, 438–454.

European Commission, Joint Research Centre. (2023). Well-being in digital education (WBDE).

European Schoolnet (2025), Digital Well-being Starts with Us: A Consultation Report Guiding Schools from Awareness to Action. *digi.well project*.

European Schoolnet, (2024). Case study: Agrupamento de Escolas de Freixo, Portugal (Interactive Classroom Working Group).

Thomas, N. M., Choudhari, S. G., Gaidhane, A. M., & Syed, Z. Q. (2022). 'Digital Wellbeing': The Need of the Hour in Today's Digitalized and Technology Driven World! *Cureus*, 14(8), e27743

Vanden Abeele, M. M. P. (2021). Digital wellbeing as a dynamic construct. *Communication Theory*, 31(4), 932-955.