



National Teacher Resources

Ready-to-use Classroom
Activities and Good Practices



Funded by
the European Union

Ready-to-use classroom activities



Introduction

This document is part of the **digi.well¹ 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 Audit²

🚀 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





¹ 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.

² 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”³

➤ 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

³ 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 aspects⁴

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 




⁴ 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 feel⁵

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.

⁵ 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 Preferences⁶






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

⁶ 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"> a. Phone or nature b. Friends or family c. Instagram or TikTok d. Filter or no filter e. Minecraft or Fortnite f. 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"> a. What choices were easiest or hardest to make? b. Did anyone change their mind after hearing others? c. Which choices relate most to your digital well-being? d. 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 Share⁷

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:

⁷ 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.”
Adaptations	<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 .
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Practice 2

Co-authored class digital rules	
Self-assessment tool area alignment	Policy, 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 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	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).

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 discussions ⁸	
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, 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.

⁸ <https://boljionline.rs/>

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. <p>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.</p>
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.

	<ul style="list-style-type: none"> ○ 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).
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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	<ul style="list-style-type: none"> ○ 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.