



MENU

KNOWING HOW TO PROTECT ONESELF

Teacher's material

Choice Menu for Knowing How to Protect Oneself

Learning Menu is a method of **differentiating instruction** that provides flexible ways to engage students and that can be adapted to various classroom environments. Students become familiar with different types of study methods that they can use to self-regulate learning in the future. Tasks include simpler activities for students with an average level of knowledge and more complex activities to challenge advanced students.

The ideas in the menu can be used to allow students to choose a dish from each group or to determine a choice of two or three dishes.



APPETIZERS

Say the first thought that comes to your mind when you hear the advice "Take care of your safety and well-being on the Internet".

Create an attention-grabbing slogan that urges your peers to take care of their physical and emotional safety and well-being online.

Choose five words or word combinations that describe physical and emotional safety and well-being on the Internet.



SALADS

Find an explanation or definition of the term "digital well-being". Try to understand what this concept entails and why it is important. Tell the others what you learned.

Share two examples from your life. One example that describes a situation where you or someone else accidentally ended up in a physically or emotionally dangerous situation on the Internet. The second - when you or someone else reacted in time and prevented a potentially dangerous situation on the Internet. Describe the causes and consequences of both situations.

Mention three situations from your life in which you have felt insecurity and negative emotions online.



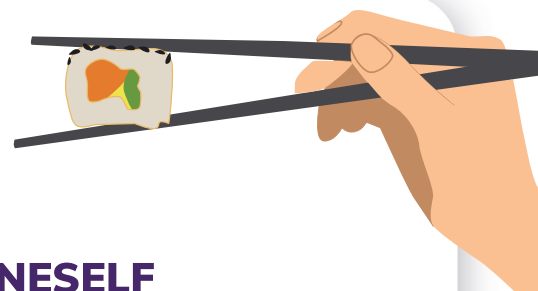
SOUPS

Work in pairs. Discuss the statement: "Abuse has become the norm in the Internet environment". Give reasons why you think this saying came about. Develop three arguments that prove the truth or falsity of this statement.

Choose someone who, in your opinion, knows how to take care of their safety and well-being in the digital environment, for example, observes digital hygiene. Contact the person and find out what events led him/her to think about the need to strengthen digital well-being, and how he/she implements it. Define what you can learn from the person.

Work in pairs. Discuss which factors facilitate and which factors hinder you or your peers from evaluating and promoting your safety and well-being in the digital environment.

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MAIN COURSE

Conduct an experiment involving at least 5 participants. Think of a situation that brings awareness to the impact of digital technologies on mutual relationships, friendships, emotions, and feelings. Model this situation and record the responses or behaviour of the participants. Collect the results and interpret them.

Create a survey and receive at least 10 responses. In the survey, find out whether young people are aware of the importance of digital well-being and security and how they act to ensure it in their lives. Collect the results and interpret them.

Choose a recent situation in the classroom, at school, or in society that reflects someone's inability to protect themselves (physically or emotionally) in the digital environment. Analyse the situation, its causes, and its consequences. Choose one participant from the situation and write a letter constructively presenting your thoughts.



DESSERTS

Find or create a picture, and take a photo, that you think most accurately describes safety and well-being on the Internet. Choose a name for the image, or photo.

Find and watch a film that describes the impact of the Internet on the overall safety and well-being of a particular person or society. Tell us about this movie.

Find a story or a song about the feelings and emotions experienced by young people on the Internet.



BEVERAGES

Praise yourself for being active! Share a specific fact about digital welfare that was new to you.

Define a commitment that you personally find meaningful after this lesson.

Which phrase made you think the most in this lesson, spoke to you personally?

