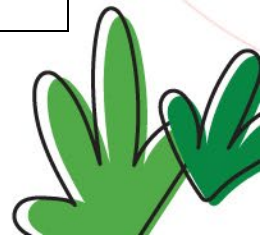




DIGITAL BALANCE

Introduction	Young adults spend a lot of time in front of a screen. Social media use is high. Being aware of and being in control over your screentime gives room for other activities. But what is a good digital balance? When do you spend too much time behind a screen? And is screentime always a bad thing or does it also have positive sides?
Objective/teachers' goal	To make students aware of their time and activities in front of a screen and to make them think about digital balance.
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	<ul style="list-style-type: none">• Understanding mental health (personal level)• Competence in analysing health needs (personal level)
Dimensions (check the dimensions and related aspects below) <input type="checkbox"/> Bodily functions <input type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input checked="" type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
Materials	<ul style="list-style-type: none">• Smartboard• Laptop (for the self-test or to look up information)• Paper/notebook• Post-its
Approach	<p>Introduction</p> <p>The teacher starts with the following video: https://youtu.be/N8HKpFRQW4M (only available in Dutch).</p> <p>Summary of the video: this video is part of an initiative of ROC Midden Nederland to support student well-being. The initiative is called 'To feel good' challenge and contains six challenges whereby happiness-psychologist Merijn Ruis gives practical and useful tips for students to enhance their wellbeing. In this clip the challenge is to reduce screentime. Merijn explains the negative impact of social media on our daily lives (loneliness and depressive symptoms) and the positive impact of reducing screentime (more time for other activities, more productive). He shares three practical tips as well to help students reduce screen time: (1) turn off push notifications; (2) remove apps that doesn't make you happy and (3) put your phone away if you want to focus.</p>





After the video, the teacher asks the students what they think of the video:

- What struck you?
- What is your screen time?

The teacher explains the meaning of digital balance:

Digital balance is about organizing your time in a healthy way and in a way you feel comfortable with. It means you have a healthy balance with and without screentime (for example on your phone, tablet or laptop). The right balance is different for everyone. Only you can determine the right balance. You can investigate your own balance by using the Digital Balance Model (developed by Netwerk Mediawijsheid and the Trimbos Institute). Hereby, you investigate three aspects of your health: your physical, mental and social health. To investigate whether these three aspects are in balance you can ask yourself the following questions, for example:

- *Physical health:* Do you sleep well? Do you exercise enough or are you sitting still in front of a screen too often?
- *Mental health:* Do you relax enough? Are you able to concentrate and focus?
- *Social health:* Do you have enough social contacts? Are you actively involved in society? Do you take enough time for yourself?

For some aspects general advice exists about what is healthy. For example for sleeping and exercising. But for other aspects there are no guidelines and you will have to find a good balance yourself. For instance, for your social health. Some people need more social contact than others. And while some prefer to meet offline, others prefer to meet online. You can discover yourself what balance fits you.¹

Self-test

Students do a self-test to see whether they are digitally in balance via www.digitalebalans.nl/zelftest (only available in Dutch). Alternative: students can answer the questions described in the introduction. The teacher can come up with additional questions.

¹ From www.digitalebalans.nl





Assignment 1: The role of (social) media in digital balance

The students have 5 to 10 minutes to individually think about the following questions (students should write down their answers on paper):

- At what moments do you spend time in front of a screen? (For example, phone, tablet, laptop, TV)
- What effect does that have on your daily life? (Why is the student spending time in front of a screen at that moment?)

Assignment 2: Health impact

The teacher divides the student into three groups. The following topics are divided among the three groups:

- Physical health
- Mental health
- Social health

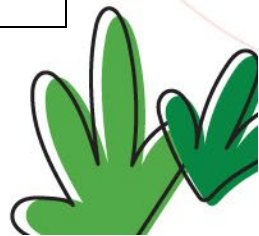
The students are given a pile of yellow post-its and a pile of pink post-its. On the yellow post-its, students write down the possible benefits of (social) media regarding their assigned topic (e.g. pedometer, sleep apps, audio book, meditation app, connecting with others via social media, etc.). On the pink post-its, students write down the possible disadvantages (online bullying, moving less, too many stimuli, etc.)

Afterwards, the groups briefly share what they have written down.

Assignment 3: Own digital balance

During this exercise, students investigate their personal screentime and what aspects do or do not contribute to being digitally balanced.

- First, students investigate their screentime (Students can use their phone to check their screentime and make an estimation of time spend on other digital devices).
- Then, students write down the type of activities during this screentime (for example, homework, social media, watching a movie, etc.)
- Thereafter, students write down which activities gives them energy and which do not by putting a + or a – behind the activities.
- Then, students answer the following questions:
 - What do you notice about your screentime?





	<ul style="list-style-type: none">○ Do you think you are digitally balanced?○ Would you like to change anything?○ If yes, what would you like to change?○ What small step could you take first to achieve this?
Type of activity (workshop, assignment, quiz, debat, presentation, etc.)	<ul style="list-style-type: none">● Quiz● Individual assignments● Group assignment
Duration	60 minutes
Final goal (learning outcome)	Students are more aware of their own digital balance and know the advantages and disadvantages of media in relation to physical, mental and social health.





Dimension/Aspects							
Bodily functions	Feeling healthy	Fitness	Complaints and pain	Sleep	Food	Condition	Exercise
Mental well-being	Remember	Concentrate	Communicating	Being cheerful	Accepting yourself	Dealing with change	Sense of control
Quality of life	Enjoy	Being happy	Balance	Feeling safe	How you live	Get by with your money	Feeling comfortable with yourself
Social participation	Social contact	Be taken seriously	Doing fun things together	Belonging	Doing meaningful things together	Support from others	Interest in society
Daily functioning	Taking care of yourself	Knowing your limits	Knowledge of health	Dealing with time	Dealing with money	Being able to work	Being able to ask for help
Meaning	Meaningful life	Zest of life	Wanting to achieve deals	Have confidence	Accept	Gratitude	Keep learning

