WP3 - POWERPACK TOOLKIT ACTIVITIES

Digital Well-being:
Digital Dilemmas:
A Philosophy with Children Approach

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1. General Information

Well-being dimension: Digital well-being
Target age group: 9–12 years (Upper Primary / Lower Secondary)
Activity format: Philosophy with Children (dialogue-based discussion)
Duration: 60–70 minutes
Group size: 12–25 students
Transversal approach: Critical thinking, digital literacy, ethics, social-emotional learning, collaborative dialogue

2. Learning Objectives

- To develop critical thinking and reflection about social media use and online interactions.
- To strengthen digital resilience by exploring challenges, emotions, and strategies for safe social media engagement.
- To foster respectful dialogue, empathy, and collaborative problem-solving through philosophical discussion.

3. Materials Needed

- Scenario cards or prompts with social media dilemmas (e.g., receiving negative comments, peer pressure to post, online rumors)
- Whiteboard or flipchart for recording ideas
- Paper and markers for students to jot down thoughts
- Optional: sticky notes or small tokens for “speaking turns”

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4. Activity Steps

Step 1: Warm-Up & Introduction (10 minutes)

- Teacher explains that the session is a Philosophy with Children dialogue: everyone's opinion matters, and the goal is to think carefully together.
- Brief discussion about social media: "What do we like about it? What can be difficult?"

Step 2: Presenting a Stimulus Question or Scenario (5–10 minutes)

- Introduce a scenario card or question, e.g.:
  - "What should you do if someone posts something mean about you online?"
  - "Is it okay to share a funny meme that might hurt someone?"
- Ask students to think silently for a minute, then share their first thoughts.

Step 3: Philosophical Dialogue (30 minutes)

- Students sit in a circle for discussion.
- Teacher facilitates, using these strategies:
  - Encourage students to give reasons for their opinions.
  - Ask follow-up questions: "Why do you think that?" or "Can anyone see it differently?"
  - Promote listening and respectful disagreement.
- Optional: students can take turns speaking with a token system to ensure everyone contributes.

Step 4: Group Reflection & Summary (10–15 minutes)

- Students summarize key points: strategies for safe social media use, coping with online negativity, and supporting peers.
- Teacher reinforces practical takeaways: reporting, privacy settings, positive posting, and emotional regulation.

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5. Teacher Notes & Tips

- Maintain a safe and respectful environment; all opinions should be valued.
- Encourage reasoning, not just agreement or disagreement.
- Be prepared to mediate sensitive issues (cyberbullying or peer conflict) with care.
- Emphasize connection to real-life online experiences.

6. Reflection prompt for students

- How did thinking together in a circle help you see different perspectives about social media?
- What strategies can you use to stay resilient when something negative happens online?
- How can you support friends or peers who face online challenges?

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7. Tips for adaptation for children with special needs

Easier Version (Early Primary / extra support):

- Use very simple, concrete social media scenarios (e.g., “Someone posts a mean comment on your picture”).
- Provide sentence starters such as “I think… because…” to help children articulate their ideas.
- Allow drawing or visual representation of feelings before discussion to support understanding.
- Shorten discussion time and limit the number of turns to maintain focus.

Medium Version (Medium Primary / more independence):

- Introduce more complex scenarios, including peer pressure, online rumors, or sharing sensitive content.
- Encourage children to justify their ideas with examples or observations from their own experiences.
- Allow small group discussions before full-class dialogue to build confidence.
- Include follow-up reflection questions to deepen critical thinking.

Adaptations for Students with Special Needs:

- Use visual prompts or pictorial cards to illustrate scenarios and dilemmas.
- Implement a clear turn-taking structure (tokens, speaking order) to support participation.
- Allow alternative ways of contributing: drawing, writing, or expressing ideas non-verbally.
- Give extra time for thinking and responding; repeat questions as needed for comprehension.
- Pair students strategically to provide peer support and scaffold reasoning.

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8. References (methodological approach)

The activity combines active learning, critical thinking, and collaborative dialogue:
Students learn by discussing, reasoning, and evaluating social media dilemmas.
It fosters digital resilience, teaching children to identify risks, reflect on online behavior, and make responsible choices.
Teamwork strengthens social skills, empathy, and the ability to consider multiple perspectives.
Presenting the activity as a philosophical dialogue increases engagement, motivation, and thoughtful reflection.
Connecting learning to real-life social media experiences promotes practical strategies for responsible online behavior and encourages reflection on the impact of one's actions.

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SOCIAL MEDIA CHANNELS

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EASIER VERSION

CARD 1 – The Mean Comment

Scenario: You post a picture you really like. Someone comments: “You look weird. Why would you post this?”

Big Questions:

- What should you do when someone hurts you online?
- Is ignoring the comment the same as accepting it?
- Why do people say things online they wouldn’t say face-to-face?

Thinking Focus: Emotions, respect, courage, digital empathy.

CARD 2 – The Perfect Life Online

Scenario: You notice that everyone seems happier, prettier, or more successful on social media than you.

Big Questions:

- Is what we see online real?
- Why do people compare themselves to others?
- Can social media make us feel bad even when nothing “bad” happens?

Thinking Focus: Self-esteem, perception, digital well-being.

CARD 3 – The Ignored Message

Scenario: You send a message to a friend, but they see it and don't reply all day.

Big Questions: What feelings appear when someone doesn't answer? Does not replying always mean something bad? How can we avoid jumping to conclusions online?

Thinking Focus: Emotions, patience, communication.

CARD 4 – The Group Chat Joke

Scenario: In a group chat, some classmates start joking about your drawing.

Big Questions: Is a joke still a joke if it makes someone uncomfortable? What can you do when a group chat feels unfriendly? How can you tell others how you feel?

Thinking Focus: Respect, expressing feelings, kindness.

CARD 5 – The Friend Request

Scenario: Someone you don't really know sends you a friend request.

Big Questions: Should you accept requests from people you barely know? Why do some people want many online "friends"? What makes someone trustworthy online?

Thinking Focus: Safety, boundaries, decision-making.

CARD 6 – The Edited Photo

Scenario: A friend posts a picture of you but adds a silly filter without asking.

Big Questions: Should people ask before posting pictures of others? How would you feel if the photo makes you look different? What is respect online?

Thinking Focus: Consent, respect, personal boundaries.

CARD 7 – The Game Chat Argument

Scenario: While playing an online game, another player calls you “useless.”

Big Questions: Why do people get angry in games? Is it better to answer back or take a break? How can we keep games fun even when others aren’t kind?

Thinking Focus: Emotional control, resilience, online behavior.

CARD 8 – The “Like” Race

Scenario: Your friend gets many likes on a post, and you get only a few.

Big Questions: Do likes show how valuable someone is? Why do we care about numbers online? Can likes change how we feel about ourselves?

Thinking Focus: Self-esteem, comparison, digital well-being

CARD 9 – The Deleted Comment

Scenario: You write a nice comment on someone's post, but they delete it.

Big Questions: Why might someone remove a comment? Does deleting your words mean they don't like you? How can we handle misunderstandings online?

Thinking Focus: Interpretation, emotions, communication.

CARD 10 – The Sharing Mistake

Scenario: You accidentally share a picture meant only for one friend.

Big Questions: What should you do when you make a mistake online? Is apologizing online different from apologizing in person? How can we prevent accidents when posting?

Thinking Focus: Responsibility, honesty, problem-solving.

MEDIUM VERSION

CARD 11 – The “Funny” Meme

Scenario: A friend sends you a meme making fun of a classmate. Everyone is laughing and sharing it.

Big Questions:

- Is something still “funny” if it hurts someone?
- Are you responsible if you share something you didn’t create?
- What matters more: fitting in or doing what feels right?

Thinking Focus: Peer pressure, ethics, responsibility.

CARD 12 – The Rumor Online

Scenario: You see a rumor about a student spreading on social media. You don't know if it's true.

Big Questions:

- Should you say something or stay out of it?
- Why do rumors spread so fast online?
- Is believing a rumor the same as helping it grow?

Thinking Focus: Truth, trust, consequences.

CARD 13 – The Private Message

Scenario: Someone sends you a private message saying: “If you don’t reply, I’ll tell everyone you’re rude.”

Big Questions:

- What is the difference between pressure and friendship?
- When does a message become manipulation?
- Who can you talk to when something online feels uncomfortable?

Thinking Focus: Boundaries, safety, emotional resilience.

CARD 14 – The Pressure to Post

Scenario: Your friends say you should post more or you'll "fall behind."

Big Questions: Why do some people feel pressure to post often? Is your online presence something you must "keep up"? Who decides how much is "enough"?

Thinking Focus: Identity, autonomy, peer influence.

CARD 15 – The “Perfect” Selfie

Scenario: A classmate edits their selfies heavily and encourages you to do the same.

Big Questions: Does editing photos change how we see ourselves? Is it honest to show a version of yourself that isn’t real? Why do people feel they must look perfect online?

Thinking Focus: Authenticity, self-image, social expectations.

CARD 16 – The Secret Screenshot

Scenario: Someone takes a screenshot of your message and shares it without asking.

Big Questions: Is a private message still private if someone screenshots it? Why might people share things secretly? How can we protect our privacy online?

Thinking Focus: Trust, privacy, consequences.

CARD 17 – The Excluded Group

Scenario: You discover your classmates created a group chat without you.

Big Questions: Is leaving someone out online the same as excluding them in real life? Why do people create private groups? How can we deal with feeling left out?

Thinking Focus: Inclusion, emotions, social dynamics.

CARD 18 – The Viral Challenge

Scenario: A new online challenge is trending, and everyone is doing it, even if it seems risky.

Big Questions: Why do people join trends even when they feel unsafe? Is popularity a good reason to do something? How can we decide what is safe online?

Thinking Focus: Critical thinking, safety, peer pressure.

CARD 19 – The Misunderstood Message

Scenario: A friend thinks your short reply (“ok”) means you’re angry.

Big Questions: Why do messages get misunderstood so easily? How can tone change the meaning of words online? What can we do to avoid confusion?

Thinking Focus: Communication, interpretation, empathy.

CARD 20 – The Public vs. Private Post

Scenario: You want to post something, but you're unsure whether to make it public or private.

Big Questions: What changes when something becomes public online? Who should decide who sees your posts? How can privacy settings protect you?

Thinking Focus: Digital literacy, safety, decision-making.

ADAPTED FOR CHILDREN WITH SPECIAL NEEDS

The Unkind Comment

Scenario: You post a picture you like. Someone writes: “This looks bad.”

Characters: You, the person who wrote the comment, a helper friend.

Key emotions: Sadness, confusion, support.

Big Questions:

- How does this comment make you feel?
- What can you say or do to feel better?
- Who can help you when someone is unkind online?

Thinking Focus: Naming feelings, asking for help, kindness online.

The Hurtful Meme

Scenario: A friend shows you a meme making fun of a classmate. Others laugh.

Characters: You, the friend, the classmate in the meme.

Key emotions: Worry, empathy, pressure.

Big Questions:

- Is it okay to laugh if someone gets hurt?
- What can you do if you don't like the joke?
- How can you be a good friend in this situation?

Thinking Focus: Empathy, making good choices, peer pressure.

The Online Rumor

Scenario: You see a message saying something bad about a student, but you don't know if it's true.

Characters: You, the student in the rumor, a trusted adult.

Key emotions: Uncertainty, worry, responsibility.

Big Questions:

- How do rumors make people feel?
- What should you do when you're not sure something is true?
- Who can you talk to before sharing anything?

Thinking Focus: Truth, safety, thinking before sharing.

The Scary Message

Scenario: Someone sends you a message saying: “If you don’t answer, I’ll say you’re mean.”

Characters: You, the sender, a trusted adult.

Key emotions: Fear, stress, relief.

Big Questions:

- How does this message make you feel?
- When should you ask an adult for help?
- What is a safe way to respond?

Thinking Focus: Boundaries, safety, emotional regulation.

The Left-Out Chat

Scenario: Your classmates make a group chat and don't invite you. You find out later.

Characters: You, the classmates in the chat, a trusted adult or helper friend.

Key emotions: Sadness, confusion, feeling left out.

Big Questions: How does it feel when others make a group without you? What can you do when you feel left out online? Who can you talk to so you don't feel alone?

Thinking Focus: Naming feelings, asking for support, inclusion.

The Unknown Friend Request

Scenario: Someone you don't know sends you a friend request.

Characters: You, the unknown person, a trusted adult.

Key emotions: Uncertainty, caution, curiosity.

Big Questions: How do you feel when someone you don't know wants to connect? Is it safe to accept someone you don't know? Who can help you decide what to do?

Thinking Focus: Safety, decision-making, asking for help.

The Edited Photo

Scenario: A friend posts a picture of you with a silly filter, but they didn't ask first.

Characters: You, the friend, a helper friend or adult.

Key emotions: Embarrassment, surprise, discomfort.

Big Questions: How does it feel when someone posts your picture without asking? What can you say to let them know how you feel? Why is it important to ask before posting?

Thinking Focus: Consent, communication, respect.

The Angry Game Message

Scenario: While playing an online game, another player writes: “You’re terrible at this.”

Characters: You, the angry player, a helper friend.

Key emotions: Hurt, frustration, stress.

Big Questions: How do mean messages in games make you feel? What can you do to stay calm? Who can help you when someone is unkind in a game?

Thinking Focus: Emotional regulation, resilience, safe online behavior.

The “Like” Worry

Scenario: You post something you like, but it gets very few likes.

Characters: You, a friend, a trusted adult.

Key emotions: Disappointment, insecurity, confusion.

Big Questions: How do you feel when your post gets fewer likes than others? Do likes show how important you are? What can you do to feel better about your post?

Thinking Focus: Self-esteem, digital well-being, positive thinking.

The Sharing Mistake

Scenario: You accidentally send a picture to the wrong person.

Characters: You, the person who received it, a trusted adult.

Key emotions: Worry, embarrassment, relief.

Big Questions: How do you feel when you make a mistake online? What can you do to fix the mistake? Who can help you stay calm and solve the problem?

Thinking Focus: Problem-solving, honesty, emotional support.