



## Find Your Balance Micro-learn Facilitator Notes

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**Theme** – Being in control of the time you spend online

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**Target age group** – Years 9 to 11

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**Lesson duration** – 7 to 10 minutes

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**Use** – Can be used in small groups, as a whole group with you facilitating, or individually

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### Resources

- If using individually or in small groups: device (laptop, tablet), headphones, wifi
  - If delivering as a class with educator leading: projector with sound, wifi
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### Outcomes

At the end of this micro-learn, learners will be able to:

- Describe how our body tells us when we have had enough time online
- Describe the benefits of being online
- Implement different techniques and support to get the most out of being online
- Implement different strategies to support our wellbeing on and offline
- Ask for help and support from trusted sources when they need it

## Important points

These notes should offer you information to deliver the micro-learn without diving too deep.

Netsafe's micro-learn's are designed to fit into a regular lesson. Used alone they provide a taste of the topic and cover key points. There are suggestions for lesson extension at the end.

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## Quick reads before you deliver

We recommend you do the micro-learn yourself before you teach the lesson. The links below give context to and support the key messages of the micro-learn to help you teach it.

**Read:** Netsafe's research looking at New Zealand children's experiences (aged 9 to 17) of online risks and their perceptions of harm <https://netsafe.org.nz/childrens-online-risks-safety/>

**Read:** Netsafe's advice on managing time online <https://netsafe.org.nz/time-online/>

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## Introducing and delivering the micro-learn

Introduce the micro-learn "Being online helps you develop new skills, connect with people and have fun. Today's lesson should offer some ideas of what you can do if you're online and feeling upset, distracted or bored. You might be worried your online time is cutting into time you spend with family or friends, making you lose sleep or making it hard to study."

### If delivering individually or in small groups

1. Guide learners through the sign-up process
2. Tell learners to plug in their headphones
3. Tell them to start
4. Monitor the class to ensure they are completing the tasks

**Wrap up:** discuss what they learned or extend the lesson using the optional extensions.

### If delivering as a class

1. Sign in before class
2. Project the opening slide onto your screen (with sound)
3. Introduce the lesson
4. Begin

**Wrap up:** discuss what they learned or extend the lesson using the optional extensions.

## Optional extensions

Below are some ideas if you want to extend the lesson or start a discussion.

**Create:** Get students in groups to create Digital Wellbeing experiments. Download Google's Hack Pack PDF which includes an overview, user insights, information on APIs, and idea templates. Open-source code and components are also available.

<https://experiments.withgoogle.com/collection/digitalwellbeing>

**Watch:** this video and discuss how technology affects student's family life  
[https://youtu.be/lixYf\\_9ZL\\_g](https://youtu.be/lixYf_9ZL_g). This could be good to share with whānau too.

**Watch:** this <https://www.youtube.com/watch?v=XNIHBEBsoKg> and discuss. Do students think adults understand everything that is good about being online or they mostly see the harms? How can we reassure adults that mostly online life is good for us? How can we show we are resilient and know how to seek help when things go wrong?

**Discuss:** Get the class to look at how much time they spent watching youtube last week and discuss if they remember anything they watched. Did they think it was time worth spending? Did they choose what they watched or just get sucked into the algorithm? How could they have spent the time instead?

TIP - they can view their time watched profile by:

- Signing into YouTube.
- Tapping their profile picture
- Tapping Time Watched dashboard icon

