

SOCIO-EMOTIONAL WELL-BEING

Teacher's Guide: GRADE 9 - Lesson 7

A. Title of Card: Digital Dilemmas

B. Competency (according to TLS), Element, and Performance Criteria

Competency: Respect personal boundaries, both their own and those of others, fostering a sense of safety and mutual respect in relationships, including responsible interactions in digital spaces

Element: Identify personal boundaries and understand their importance in maintaining healthy relationships

Performance Criteria:

- Explain why respecting personal boundaries is crucial in online interactions and identify examples of boundary violation

C. Purpose of Activity

To help students critically analyse real-life digital situations and understand the impact of online behaviour on mental health and safety through collaborative role-play and reflection.

D. Learning Outcomes

By the end of this activity, students will:

- Identify common digital safety and mental health challenges
- Reflect on the emotional and social consequences of online actions
- Propose appropriate responses and support strategies
- Practice empathy and responsible decision-making in digital contexts

E. Resources and Materials

- Scenario cards (printed or digital)
- Reflection sheets or notebooks
- Whiteboard or flip chart for group sharing

F. Teaching Trajectories/Implementation Guidelines

1. Begin with a brief discussion on digital safety and mental health:
 - Ask students: "What are some common challenges teens face online?"

- Highlight key issues such as cyberbullying, oversharing, misinformation, and social media pressure.
 - Emphasise how these issues can affect mental health and well-being.
2. Divide the class into small groups of 3–5 students and explain that they will explore real-life digital dilemmas through role-play. They will act out scenarios and reflect on how to respond responsibly and supportively.
 3. Provide each group with a unique scenario card related to digital safety or mental health.
 - Examples: cyberbullying in a group chat, posting personal information online, dealing with fake news, feeling left out due to social media posts.
 4. Instruct each group to prepare a role play of 10–15 minutes:
 - Assign roles (e.g., victim, bystander, aggressor, friend, teacher).
 - Develop a short skit (2–3 minutes) that shows the scenario unfolding.
 - Think about how the situation could escalate and how it could be resolved.
 5. Circulate among groups to guide and support their planning.
 6. Invite each group to perform their skit in front of the class and encourage respectful attention and note-taking from the audience.
 7. After each performance, lead a class discussion using these guiding questions:
 - What went wrong in this scenario?
 - How could the situation have been handled better?
 - What support systems are available?
 8. Summarise key lessons learned:
 - The importance of empathy and responsible online behaviour.
 - How digital actions can impact mental health.
 - Where to seek help and how to support peers.
 9. Ask students to reflect silently or write down:
 - One thing they learned.
 - One thing they will do differently online.

G. Assessment

- Demonstrate clear understanding of the digital safety or mental health issue presented in the scenario.
- Work collaboratively.
- Reflect on the activity and connects it to their own digital behavior and mental well-being.

H. Extension Activity

- Invite a psychologist or someone from the Police Force or a digital safety expert for a follow-up “Question & Answer” session.