

1-hour lesson

Mental health: doomscrolling



About this lesson

Objective: to understand how doomscrolling can affect mental health and to find solutions for healthier news consumption

Before the lesson you will need to:

- Print the *Teacher instructions*, or have them to hand
- Have the *PowerPoint* ready to share
- Print, copy and cut the *Cards*, enough for one set between four

This lesson develops



Problem solving

Step 8: I explore complex problems by analysing the causes and effects

Step 9: I create solutions for complex problems by finding a range of solutions to doomscrolling



Knowledge

Step 7: I can explain how bias affects the news I see and hear

For more information about the Topical Talk skills and knowledge frameworks, look here: bit.ly/TTFrameworks

Sustainable Development Goals



Teacher instructions

Activity one

Slides 2 to 3

Read the quotes. Explain that there is a literal meaning and a metaphorical meaning. Ask students to pair up and discuss what they think the quotes mean, then share ideas together.

Slides 4 to 7

Split the room into two sides: "agree" and "disagree". Ask students to choose a side to stand on in response to the statements. For each, choose students with different opinions to share why they have chosen their side.

Slide 8

Read the question and label the sides of the room to match the scale. Ask students to sort themselves on to the scale in response to the statement. Choose students with different opinions to share why they chose their position.

Slide 9

Discuss the reflection questions and share ideas together.

Activity two

Slide 10

Watch the video and discuss the questions together.

Slide 11

Read the information together.

Slide 12

Show the pretend headlines and split the class into two groups: "A" and "B". Students should pair up with someone from their group and rewrite their assigned headlines using the questions to help them. Share ideas together.

Challenge: can pairs come up with their own example of a negative headline they've seen and how it could be rewritten?

Slide 13

Discuss the reflection question and share ideas together.

Activity three

Slide 14

Watch the video and ask students to follow the prompt on the slide.

Slide 15

Students should get into groups of four. Hand out a set of *Cards* to each group. Give time for groups to discuss their *Cards* and decide which are the top five that would be most useful as a toolkit to combat doomscrolling.

Slide 16

Have a mini debate to create a whole class top five toolkit – follow the instructions on the slide.

Slide 17

Ask students to sort themselves on the scale again and share if they chose a different position to before.

Slide 18

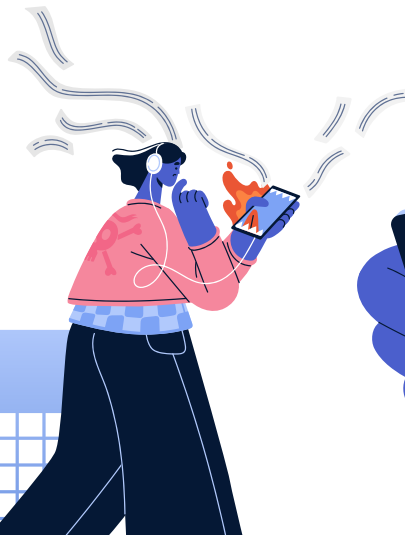
Read this lesson's skills and knowledge steps aloud. Give students time to reflect and feed back – praise detailed reflections and evidence of metacognition.

Keywords

Doomscrolling

= when someone spends a lot of time looking at negative news stories online

We'd love to see your Topical Talkers in action! Share your photos with @econ_foundation and use #TopicalTalk for the chance to feature on our social media channels!



Cards



1

Spend less time alone



2

Talk to a trusted adult about the news



3

Reduce news notifications



4

Find reliable news sources



5

Leave your phone or computer out of your bedroom



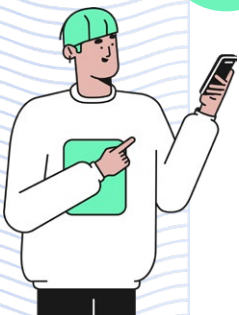
6

Take action – volunteer with an organisation that you care about



7

Only check the news once a day



8

Be mindful of negativity bias – look for good news too

