



CAMBRIDGE

# Empowering learners through wellbeing and digital awareness

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# Presenters



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**Curriculum**



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**Senior Researcher**

# Housekeeping

Health and safety

Fire safety

Washrooms



# Agenda

- Research: understanding youth digital habits
- Research: understanding the links between youth wellbeing and digital use
- How can the Cambridge Wellbeing curriculum help? Some key features
- Managing emotions and building healthy habits in the digital world
- Responding confidently to digital challenges: online safely
- Plenary discussion

# Understanding youth digital habits

# We analysed time spent on several digital activities reported by learners in the latest PISA data



## Accessing informational materials

Reading, listening or viewing informational materials to learn how to do something such as tutorial or podcast



## Playing video games

Playing video games, using smartphone, a gaming console, an online platform or Apps



## Browsing the Internet

Browsing the Internet for fun such as reading news, listening to music or watching videos. Excludes social networks



## Browsing social networks

Browsing social networks platform such as Instagram or Facebook



## Sharing digital content

Communicating and sharing digital content on social networks or any communication platform

# What percentage of 15-year-olds spend more than 3 hours on the following activity on a typical weekday?

Reflect based on your observations...  
... and share your responses here:

- 1 Accessing informational materials
- 2 Playing video games
- 3 Browsing the Internet
- 4 Browsing social networks
- 5 Sharing digital content



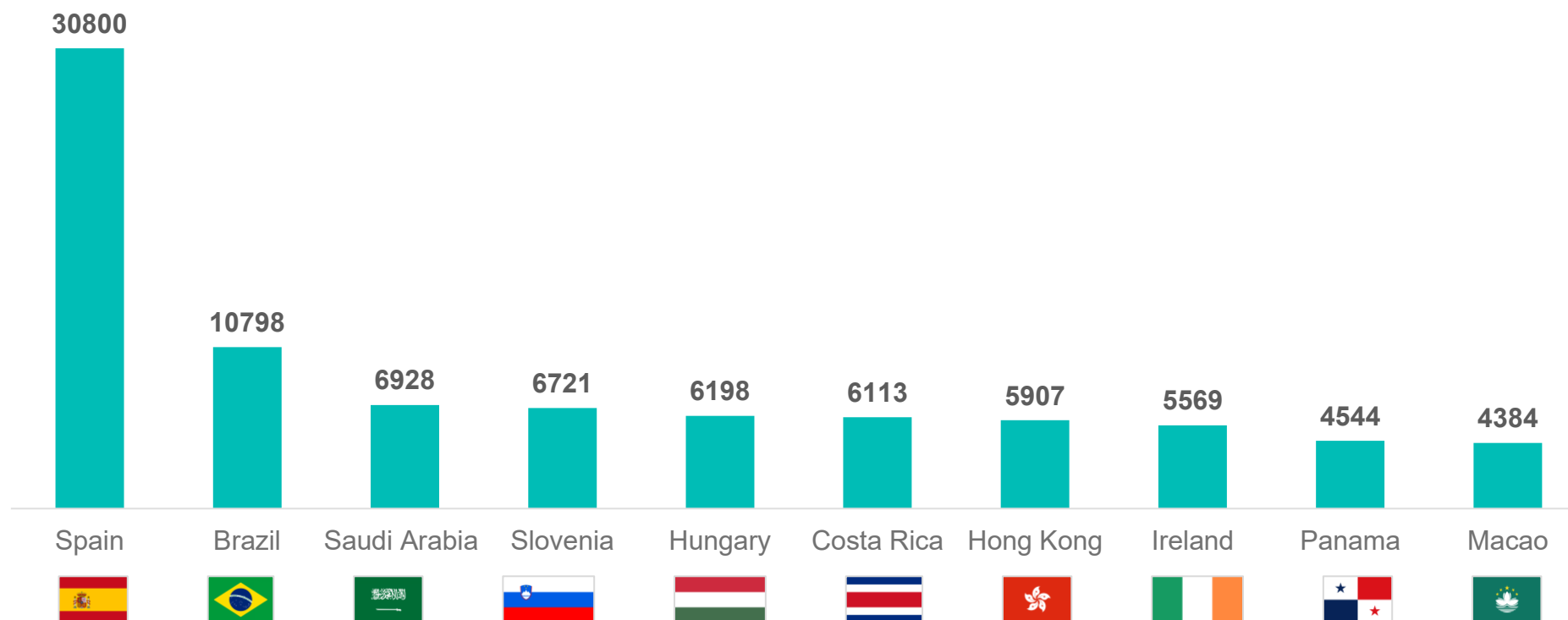
Alternatively,

Visit **menti.com**

Use code **3691 6033**

# The data we analysed from 10 countries globally

Number of respondents by country

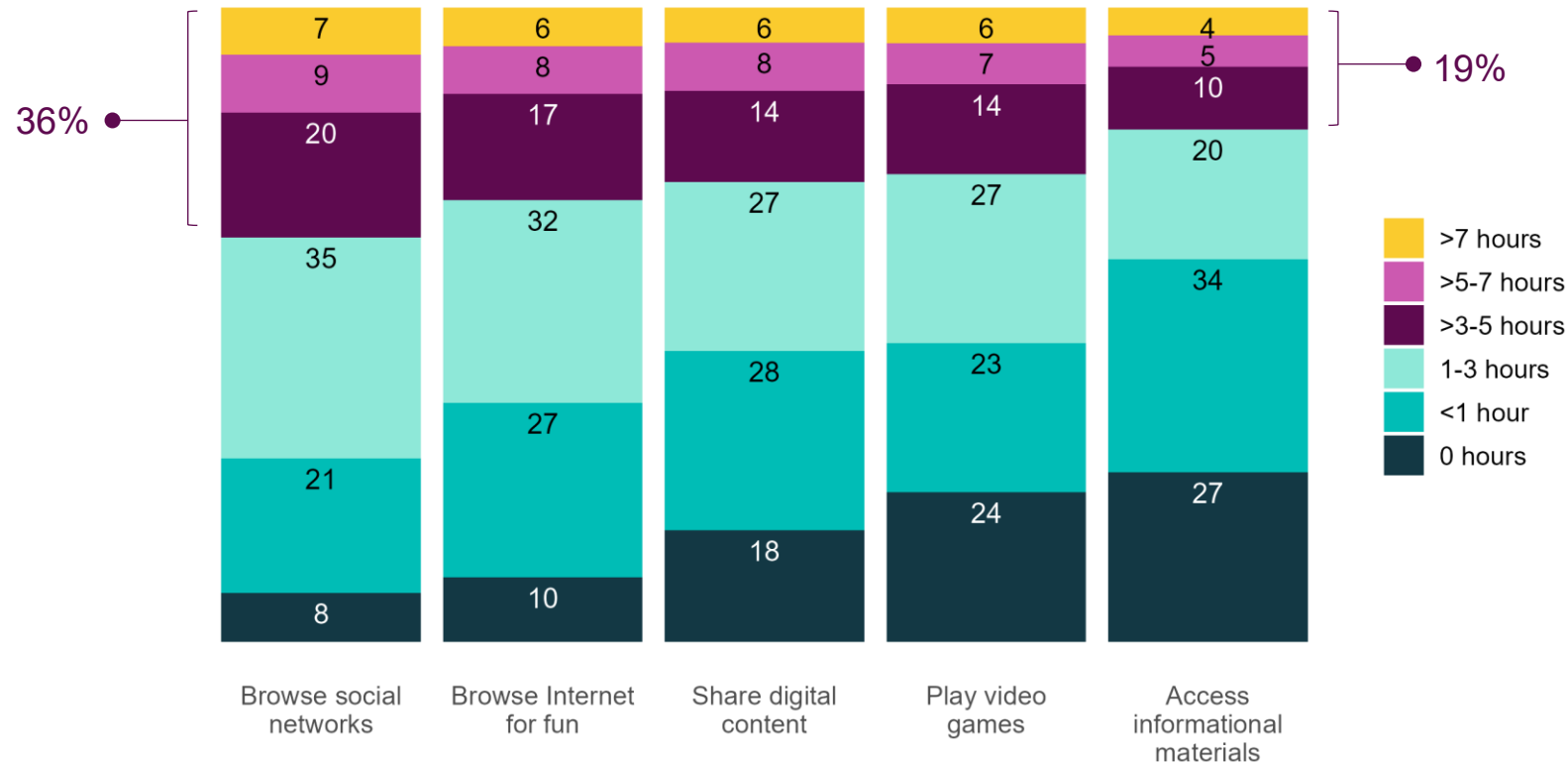


- Each country is equally weighted in all analyses.
- These countries are analysed as they administered both the ICT and the wellbeing PISA questionnaire.



# Nearly 4 in 10 browse social networks for 3+ hours daily, while 1 in 5 exceed 5 hours

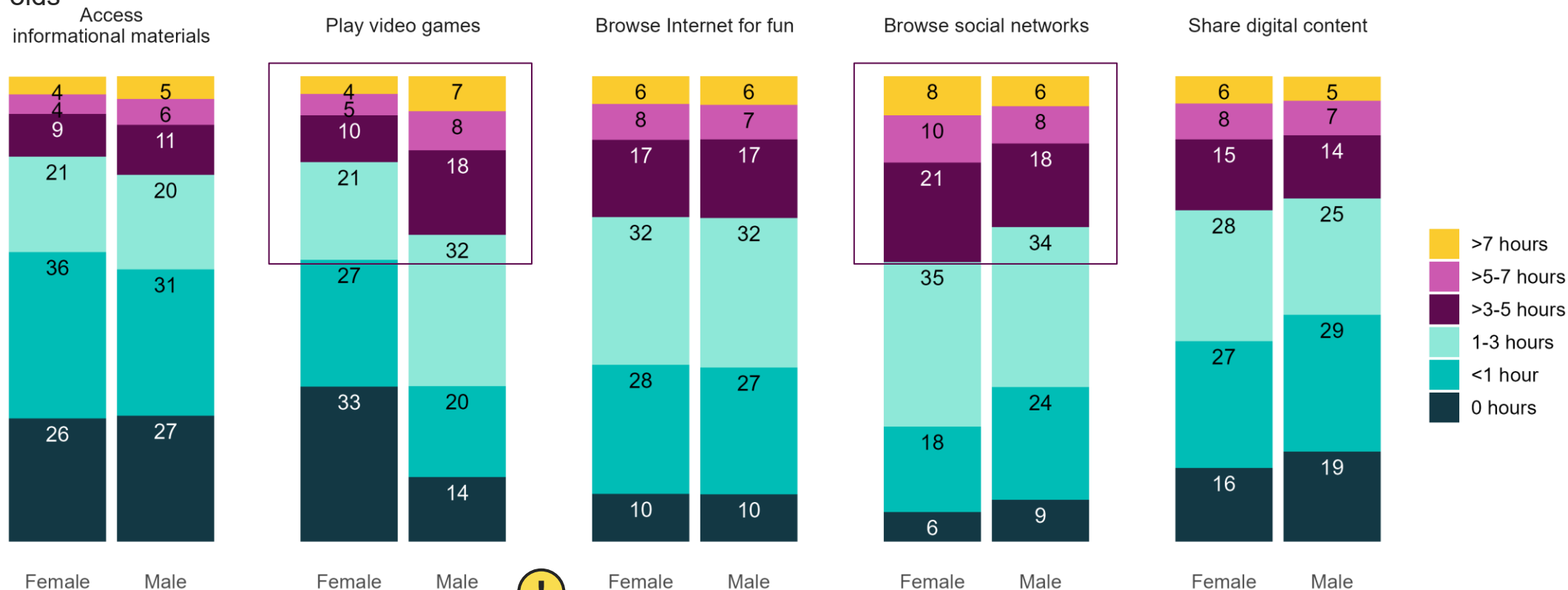
**Daily time spent by activity (weekday)**  
% of 15-year-olds



# Boys spend more time gaming, while girls spend more time browsing social networks

## Daily time spent by activity and gender (weekday)

% of 15-year-olds



An even larger difference is observed for weekend usage

# Understanding links between youth wellbeing and digital use

# We examined multiple measures of youth wellbeing reported by learners in the PISA data



## Life satisfaction

Reported satisfactions across various life areas such as health, school life, relationships.



## Body image perception

Ratings on statements relating to their body image, such as 'I like my body.'



## General wellbeing

Reported status of wellbeing a day before the survey, indicated by statements like 'Did you ... laugh a lot yesterday?'



## Sense of belonging at school

Ratings on statements such as 'I make friends easily at school.'



## Psychosomatic symptoms

Reported frequency of symptoms, such as sleeping difficulty, headache, and anxiety, in the past six months.

# Discuss in pair... Which wellbeing measures are negatively related to your selected digital activity?

Higher time spent on...

... is ...

... to the following wellbeing measure.

- 1 Accessing informational materials
- 2 Playing video games
- 3 Browsing the Internet
- 4 Browsing social networks
- 5 Sharing digital content

*Negatively  
linked?*

- A Life satisfaction
- B Body image perception
- C General wellbeing
- D Sense of belonging at school
- E Psychosomatic symptoms



Visit [menti.com](https://www.menti.com)  
Code **3691 6033**

Enter your responses as, for example, '5C' to represent 'sharing digital content and 'general wellbeing'.

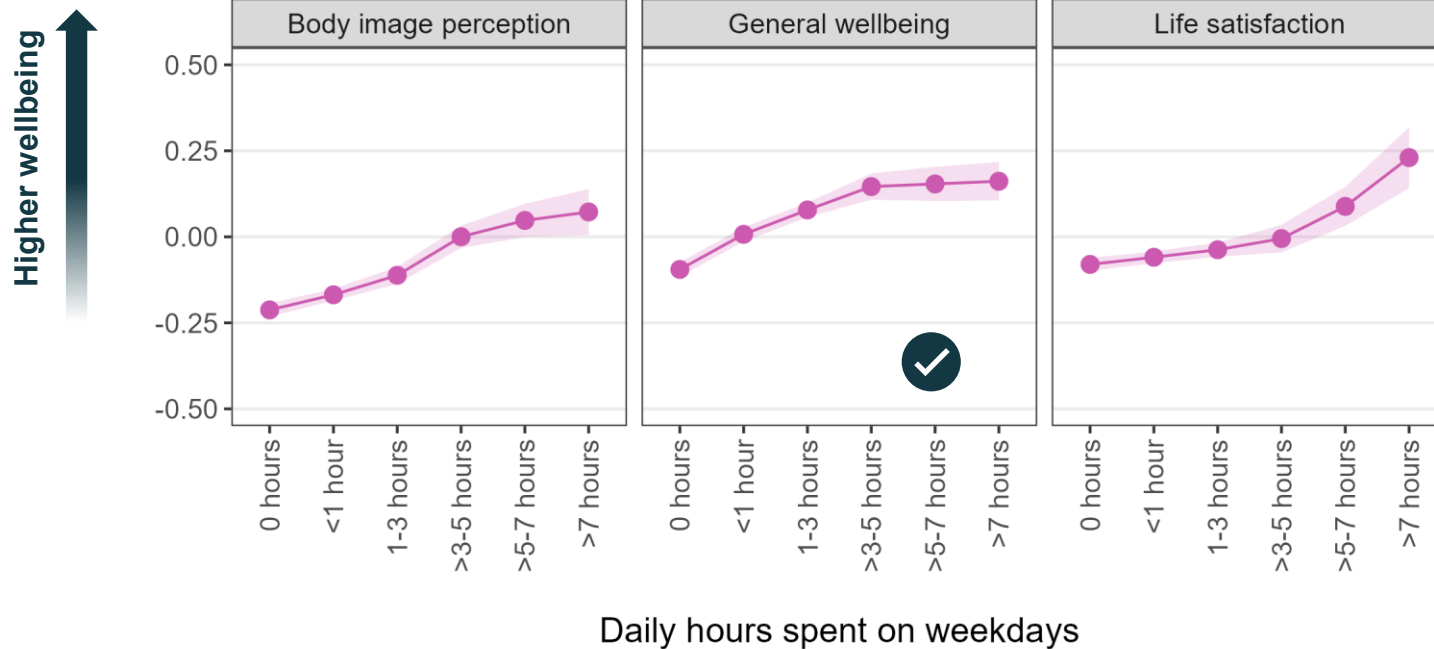


# Time spent on informational materials is positively associated with several aspects of wellbeing

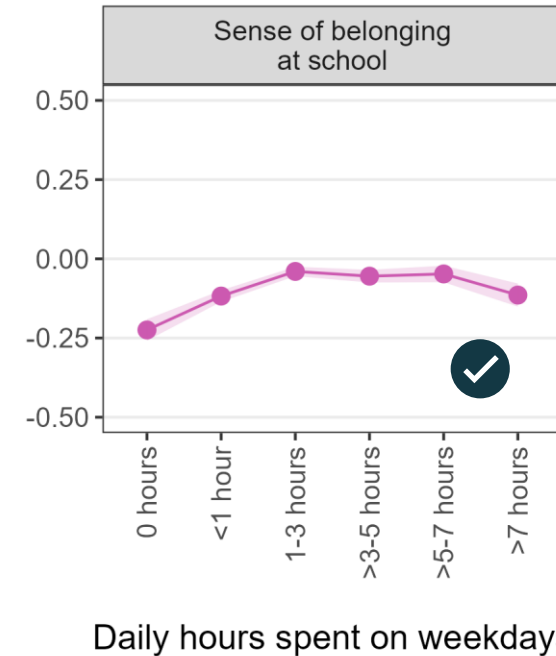
## Average wellbeing score by time spent

Mean (OECD average = 0) and 95% confidence interval

### Accessing informational materials



### Browsing social networks

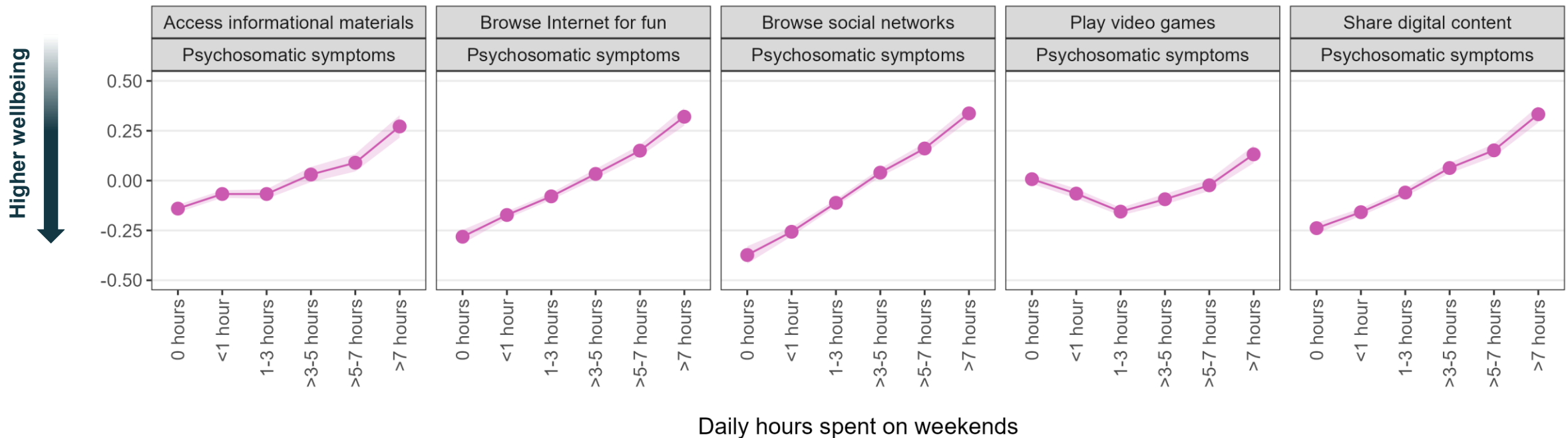


Positive links exist even after controlling for student characteristics, such as the number of close friends and family backgrounds.

# Time spent digitally is linked to more episodes of psychosomatic symptoms across all activities

## Average wellbeing score by time spent

Mean (OECD average = 0) and 95% confidence interval

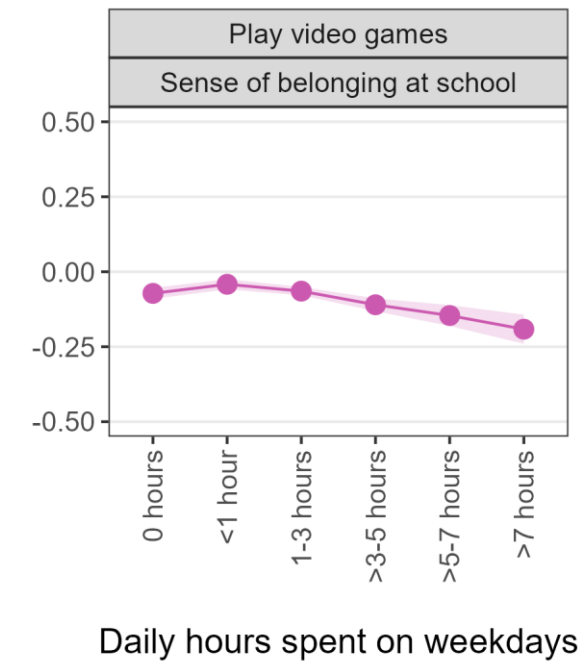
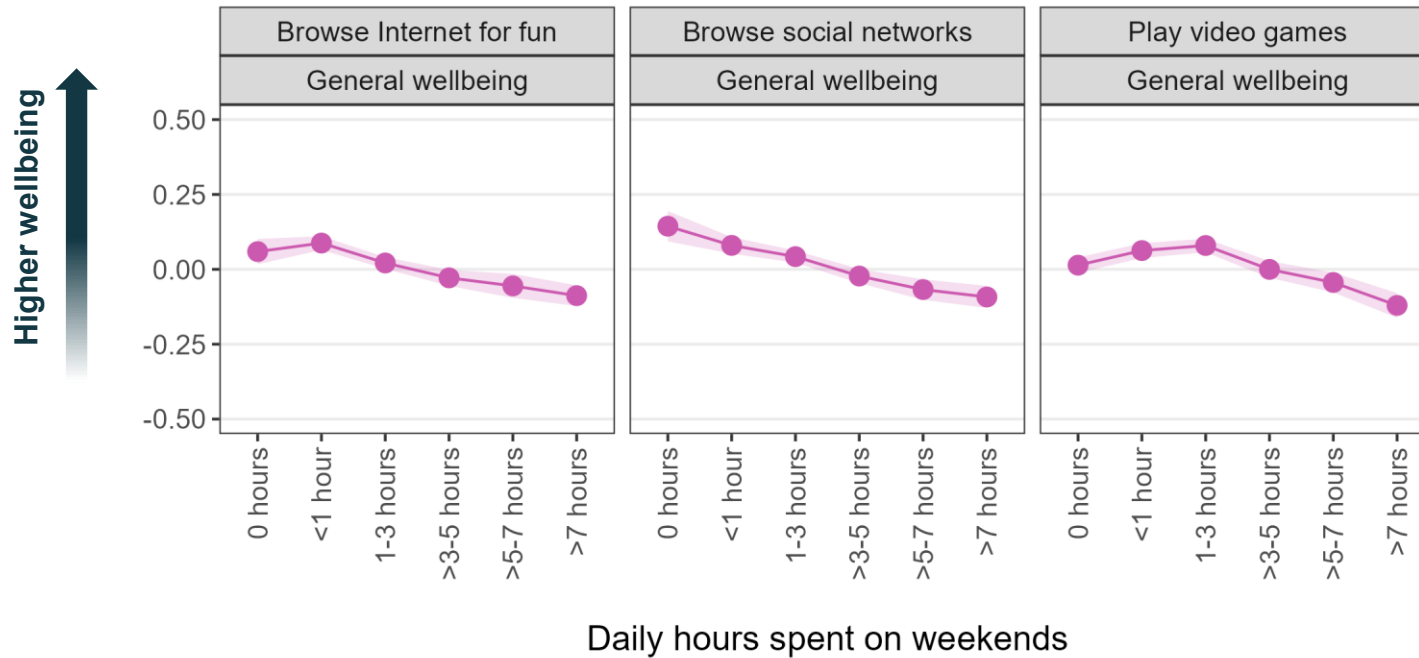


All negative links shown here exist even after controlling for student characteristics, such as the number of close friends and family backgrounds.

# Some negative links are also found in gaming, browsing the Internet and browsing social networks

## Average wellbeing score by time spent

Mean (OECD average = 0) and 95% confidence interval



All negative links shown here exist even after controlling for student characteristics, such as the number of close friends and family backgrounds.



# Discuss in pair... Which relationships between digital use and wellbeing differ most between girls and boys?

For example, positive for boys but not for girls, or vice versa.

- 1 Accessing informational materials
- 2 Playing video games
- 3 Browsing the Internet
- 4 Browsing social networks
- 5 Sharing digital content

- A Life satisfaction
- B Body image perception
- C General wellbeing
- D Sense of belonging at school
- E Psychosomatic symptoms



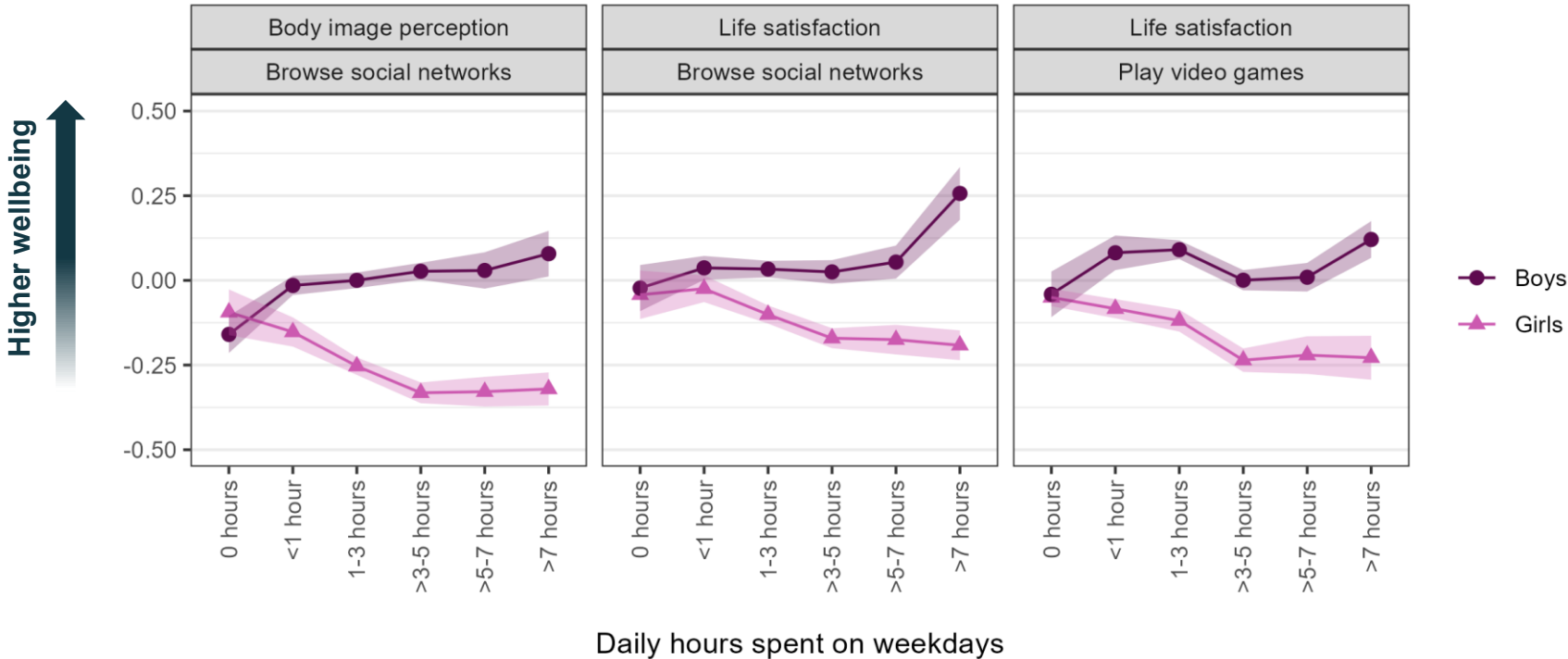
Visit [menti.com](https://www.menti.com)  
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Enter your responses as, for example, '5C' to represent 'sharing digital content and 'general wellbeing'.



# Girls’ body image & life satisfaction are negatively linked to gaming & social networks, but not so for boys

Average wellbeing score by time spent  
Mean (OECD average = 0) and 95% confidence interval



# Several key considerations for supporting diverse youth wellbeing needs in a digital world

1

Youth wellbeing may be affected in different ways, depending on the purpose of digital use.

2

Not all aspects of wellbeing are equally impacted by the same type of digital use.

3

Girls and boys may experience the impact of digital use on their wellbeing differently.

## Implications:

It's essential that learners develop the ability to understand what contributes to their wellbeing and what doesn't.

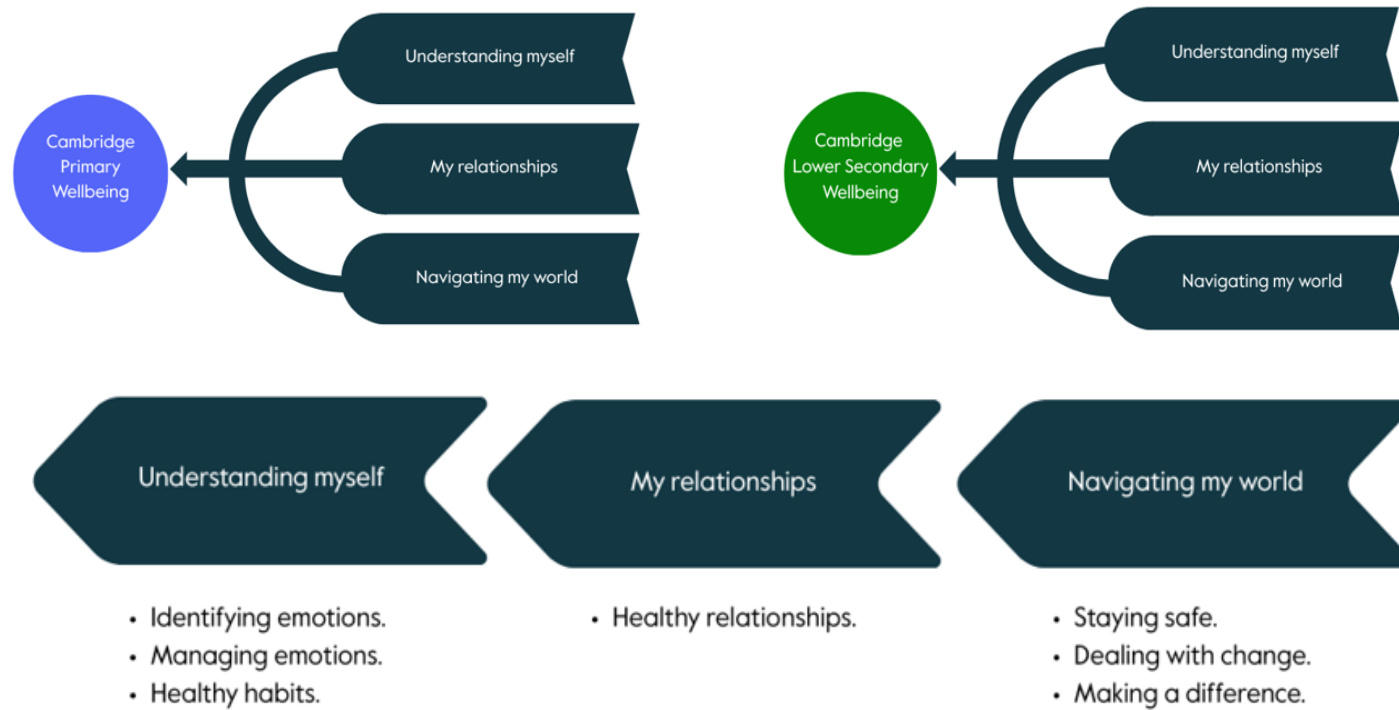
Learners need to be aware of which areas of their wellbeing may need attention and feel empowered to take steps to manage and improve them.

Both girls and boys should be supported in developing the skills to reflect on, understand, and manage their wellbeing in ways that are relevant to their own unique experiences.

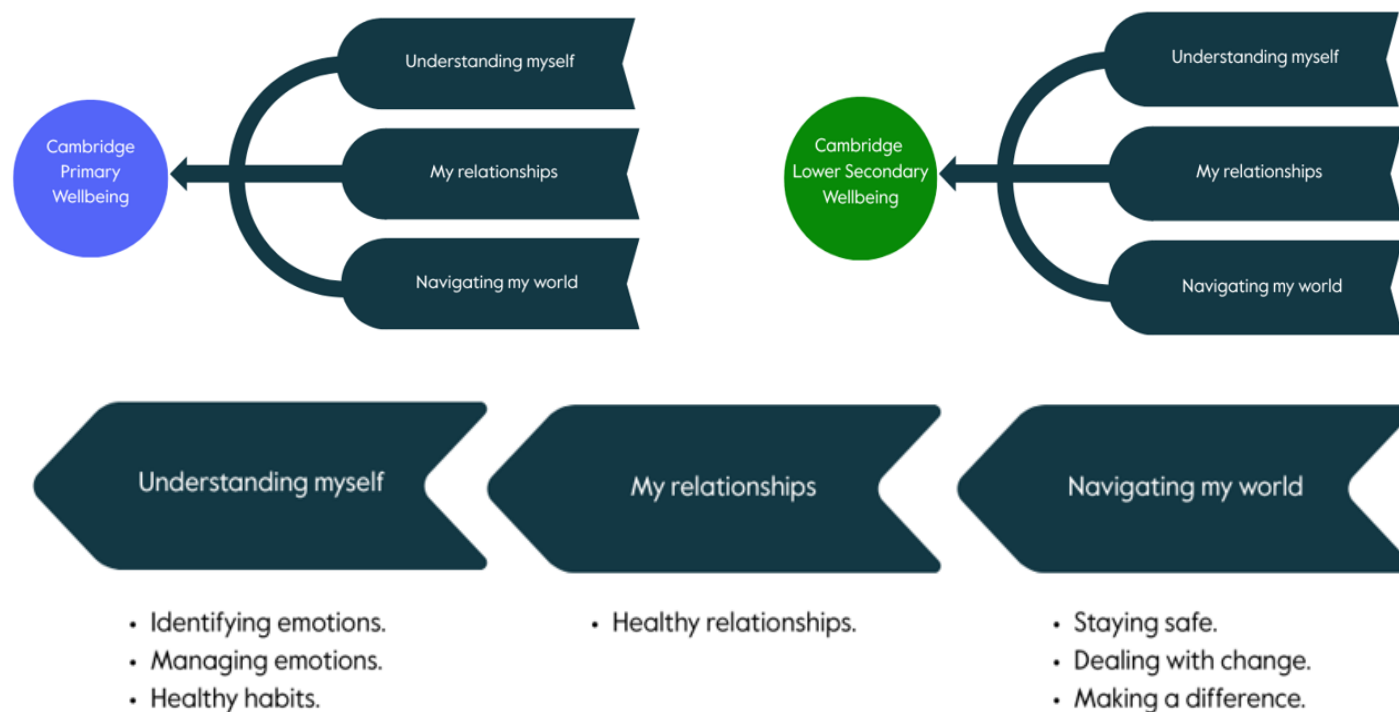
# How can the Cambridge Wellbeing Curriculum help?

## Some key features

# Structure of our wellbeing curriculum



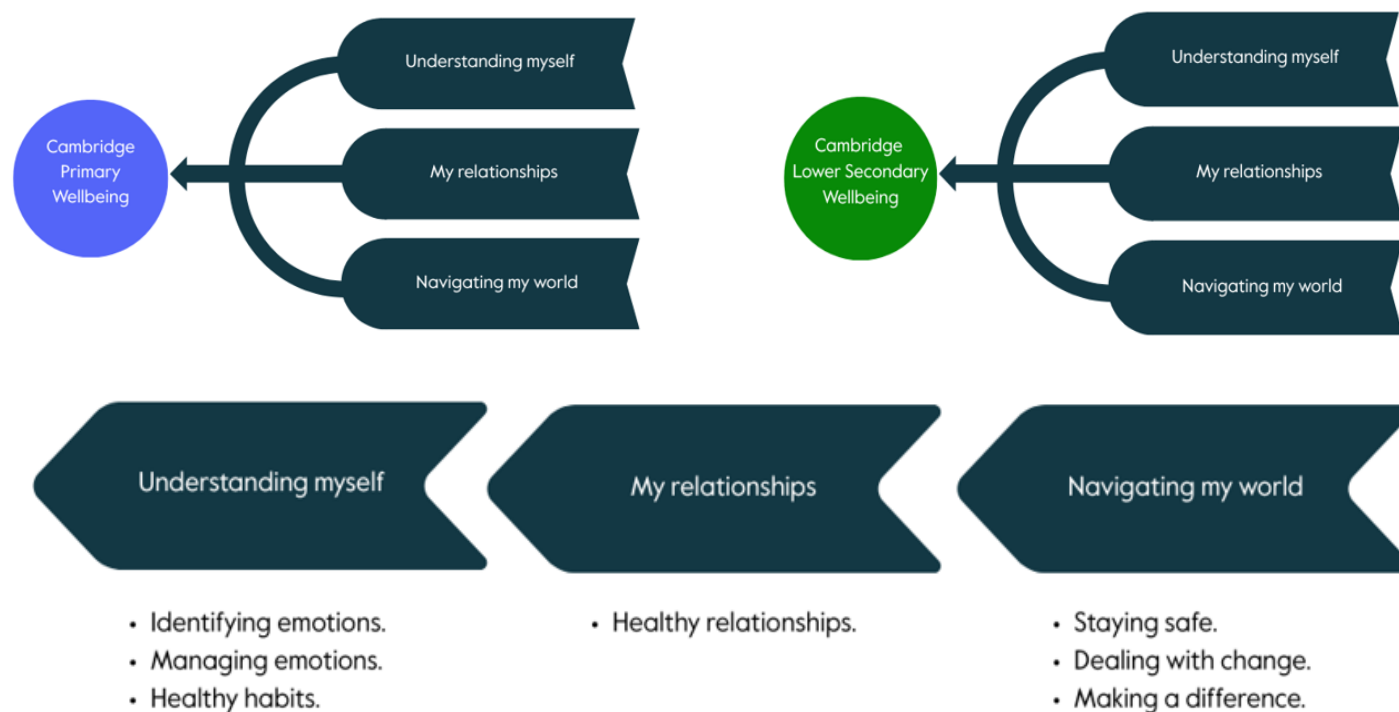
# Structure of our wellbeing curriculum



For each sub-strand, there is a set of learning objectives for:

- Stages 1 to 3
- Stages 4 to 6
- Stages 7 to 9

# Structure of our wellbeing curriculum



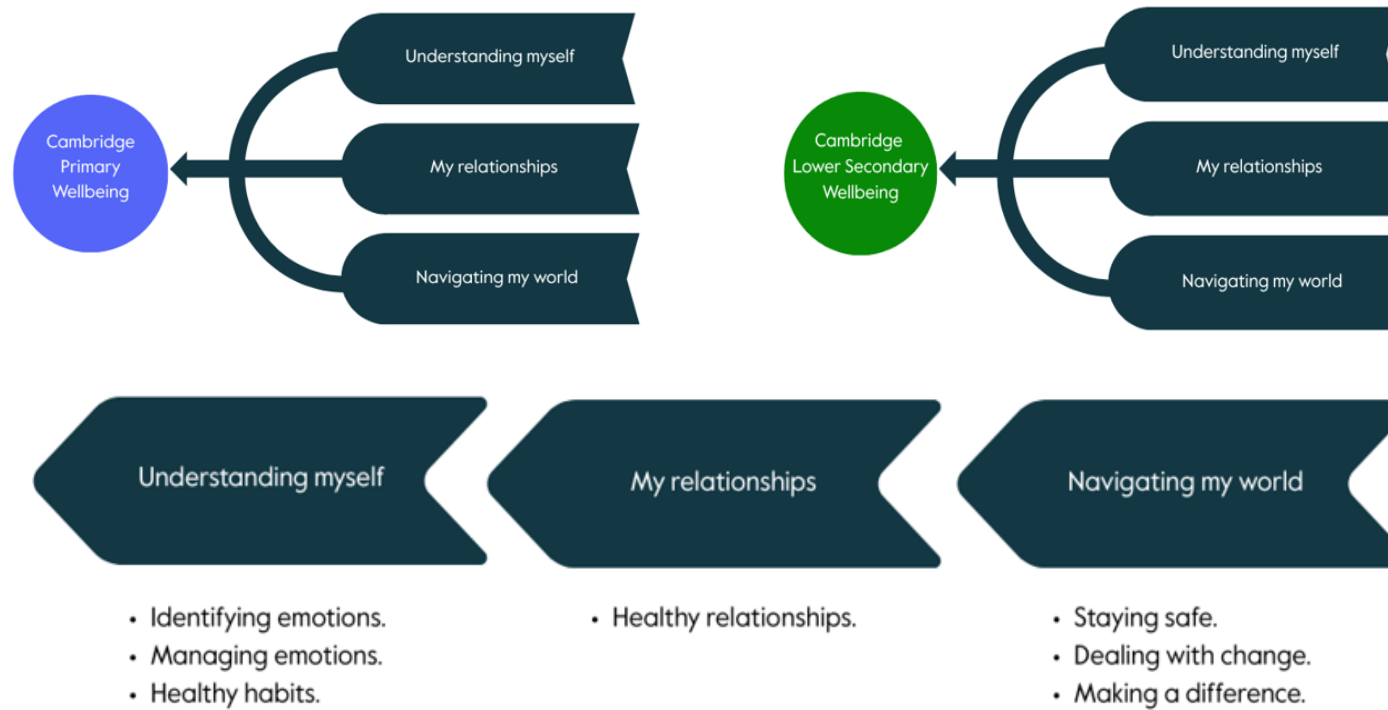
Can be:

- taught as a stand-alone subject
- integrated into existing curricula
- both.

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- Stages 1 to 3
- Stages 4 to 6
- Stages 7 to 9

# Structure of our wellbeing curriculum



Can be:

- taught as a stand-alone subject
- integrated into existing curricula
- both.

PISA research



Within any classroom, there will be lots of individual differences in 'what works' in a digital context.



# Examples of learning objectives from the **Understanding myself** strand that can be explored in a digital context

Managing emotions sub-strand	Healthy habits sub-strand
<b>789Um.01</b> Reflect on things which contribute positively to their lives and discuss the importance of balance in life.	<b>789Uh.07</b> Understand the connection between inactive lifestyles and poor health.
<b>789Um.02</b> Evaluate the impact their words and behaviour can have on their own and others' wellbeing.	<b>789Uh.10</b> Explore the effects of poor quality or limited rest on the brain.
<b>789Um.03</b> Identify their own emotional self-care needs and judiciously choose relevant strategies to support them.	<b>789Uh.11</b> Explore the effects of poor quality or limited sleep on the brain.
<b>789Um.06</b> Explore the ways in which media can influence body image.	<b>789Uh.12</b> Evaluate their personal routine and change if necessary to promote good sleep and rest.

# Discuss in pairs...

Managing emotions	Healthy habits
<p><b>789Um.01</b> Reflect on things which contribute positively to their lives and discuss the importance of balance in life.</p>	<p>Is there anything in your digital routine that you would like to change, to promote good sleep and rest?</p> <p>Share some issues and ideas for change. How similar are they?</p>
<p>What in the digital world contributes positively to your life?</p> <p>Share some examples. How similar are they?</p>	<p>Evaluate their personal routine and change if necessary to promote good sleep and rest.</p>

When listening to your discussion partner, think about how you can show empathy.

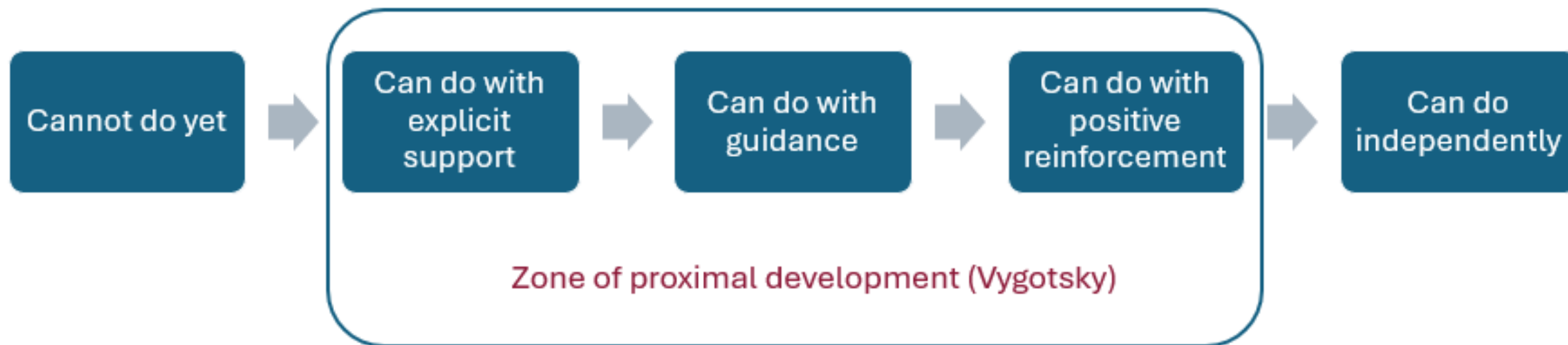
# Feedback from pair discussions

Did you come up with identical positive examples and issues?

Did you come up with identical ideas for change?

What did empathy look and sound like during your discussion?  
How might this differ with online communication?

# Progression and differentiation



# Over to you: review our lesson plan on online safety

Navigating my  
world:  
Staying safe

**789Ns.04** Recognise the importance of permissions online and the risks associated with sharing images and information with others.

- Which parts would work well with your learners?
- How would you adapt the lesson plan (or particular activities within it) for more or less able learners?
- What additional activities can you think of for this learning objective?
- Could any of the content be integrated into teaching in other subjects?



Be prepared to share your ideas later!

# Plenary

1. What are your thoughts on the lesson plan, and your ideas for adapting and extending it?
2. More generally, what are you looking forward to doing as a result of today's session?



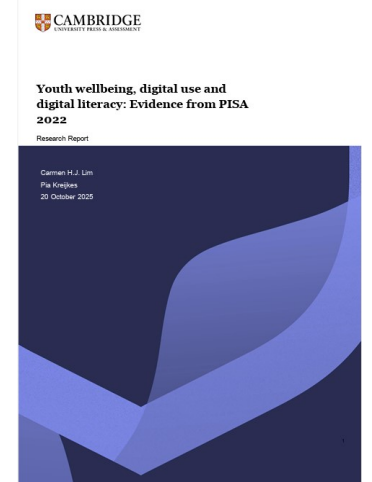
# For more...

For Professional Development for the Cambridge Wellbeing Curriculum see:

<https://www.cambridgeinternational.org/support-and-training-for-schools/professional-development/>

For our wellbeing research using PISA 2022 data, visit:

<https://www.cambridgeassessment.org.uk/Images/745135-youth-wellbeing-digital-use-and-digital-literacy-evidence-from-pisa-2022.pdf>



# Get in touch!

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Future-ready: preparing learners to thrive



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the **world**