

Social Media Addiction

Lesson Plan 1

Title	Breaking Free from Social Media Addiction
Age Group	12–14 years old
Time Frame	45–50 minutes
Learning Objective	Students will understand the concept of social media addiction, recognize its common signs, and explore healthier alternatives for using social media responsibly. They will learn to critically reflect on their own media habits, discuss real-life examples, and create simple strategies to balance online and offline life.
Learning Outcomes	• Students can identify at least three signs of social media addiction. • Students can suggest two strategies for healthier online habits. • Students can reflect critically on their own media use.
Tools/Materials Needed	• Projector/smartboard • Short video (1–2 minutes) on social media use • Printed worksheets (reflection questions, exit tickets) • Whiteboard/markers • Sticky notes
Detailed Instructions	Setting the Stage (5 minutes) Begin the lesson with a short video showing teenagers overusing social media. After watching, ask students: <i>“How much time do you think you spend online every day?”</i> Encourage a quick show of hands for different ranges (less than 2 hours, 2–4, 4+). Encourage students to share their understanding of the overuse of social media. Write their ideas on the board. Present the definition of the overuse of social media to the class: Social media addiction is characterized by excessive and compulsive usage that affects daily functioning and overall well-being. It encompasses more

	than just spending an excessive amount of time online; it involves compulsively checking for updates, feeling anxious when offline, and suffering from negative impacts on real-life relationships and responsibilities [1,2]. This addiction can manifest in several ways, such as avoiding personal and professional obligations and experiencing significant distress when unable to access any social media platforms. (https://pmc.ncbi.nlm.nih.gov/articles/PMC11594359/) Explain that today's lesson will focus on understanding social media addiction, its impact, and possible solutions. Ask the class to co-define the goals: <i>"What do you want to learn about social media today?"</i> and write their ideas on the board.
Detailed Instructions	Exploration / Inquiry (7-8 minutes) Divide students into four groups. Have each group brainstorm a different aspect of social media addiction: • causes (e.g., boredom, fear of missing out, online friends) • consequences (e.g., less sleep, less focus, stress) • signs (eg. sleep problems, low self-esteem, irritability) • solutions (eg. turn off notifications, schedule social media time, do offline activities). Provide guiding questions on a worksheet: Causes: What personal feelings or needs make people use social media often? Why do people feel the need to post or check updates frequently? How do app notifications and algorithms keep users scrolling? How do societal expectations about being "always online" affect people? When do you feel most tempted to use social media? Consequences: In what way can social media cause stress or feeling of loneliness? What happens to school performance when you spend too much time online? How does social media addiction affect real-life friendships and family relationships? What lifestyle habits might change due to long hours on social media? Signs: How do you feel when you can't check your social media? How can mood changes be linked to likes, comments or followers? How does staying up late using social media affect sleep and energy? How might attention span or memory be affected by constant scrolling? Solutions/strategies: How can tracking your screen time help you understand your social media habits? Why is it important to take regular breaks from screens? How can turning off notifications or removing certain

	apps help you focus? What offline activities could replace time spent on social media? Groups briefly share their ideas with the class. Teacher lists them the board.
Detailed Instructions	Main Task / Creation (20–25 minutes) Main task is to create a “Social Media Guide” poster, consisting of four sub-posters: causes, consequences, signs and solutions/strategies to social media addictions. For good time management the poster should present max.3 examples. Before group work, discuss with students what makes a poster successful. Eg. easy to read, good colours (not too bright), neat layout, clear pictures, main idea easy to understand, short text, text - big enough and with no mistakes, sources included. Provide materials: large paper, markers, sticky notes. Encourage creativity (drawings, slogans, icons). While groups work, circulate and prompt deeper thinking: “How would you explain this to a younger student?” or “What realistic tip would you actually use yourself?” The aim is for each group to create a poster that is practical, age-appropriate, and motivating. Sharing & Peer Feedback (7 minutes) Each group places their poster on the wall, and students walk around with sticky notes, leaving short positive feedback or one improvement idea (e.g., “Nice slogan!”, “Maybe add more examples.”). After the walk, each group reads aloud one piece of feedback they received. Reflection & Closure (5-10 minutes) ● Ask students to individually complete a brief reflection using the prompts in Reflection Prompts for Students. Emphasize that digital well-being is an ongoing journey that requires continuous self-awareness and adaptation. Reinforce the core message: <i>"You have the power to shape your digital environment. By being mindful of what you consume and how you consume it, you can foster a healthier, more balanced relationship with technology."</i> ● End with an encouraging statement about the importance of self-care in the digital age.

Link to DigRight App	Use the DigRight App's "Social Media Addiction" module to explore real-life decision-making influenced by app design. Students can test how they would respond in emotionally and cognitively persuasive scenarios.
Inclusion/Adaptation Tips	• Allow oral responses instead of writing for students with literacy difficulties. • Group students strategically so quieter voices are included. • Provide printed sentence starters for feedback (e.g., "I liked...", "Maybe you could add..."). • Use visuals and simplified instructions for ELL learners. • If necessary, allow students to prepare posters in a digital form.
Assessment, Evaluation & Reflection	Formative Assessment Assessment will be formative, focusing on participation, collaboration, and understanding rather than grades. Teachers observe group discussions, noting whether students identify signs and strategies. Peer feedback during the gallery walk provides another dimension of assessment. Self-assessment is encouraged through exit tickets, where students reflect on their learning. Teacher can ask probing questions during the group task to check depth of understanding. This ensures evaluation is based not only on the final poster but also on the process of inquiry and reflection.

Observation Tools (checklists, rubrics)

Observation Checklist for Teacher

	1	2	3	4	5
Students actively participate in group work					
Students identify at least one sign of social media addiction					
Students suggest at least one strategy for healthier use					
Students contribute to peer feedback.					

Exit tickets provide evidence of reflection and self-assessment. Teacher reviews them to identify areas where students need more guidance.

Reflection Prompts for Students

- What was the most surprising thing you learned today?
- What helped you learn today?
- What one change could make your social media use healthier?

Peer/Self-Assessment Templates

Peer feedback sentence starters:

- I liked...
- One thing you could add is...
- This tip would work for me because...

Teacher Notes

Be mindful that some students may feel defensive or embarrassed if they recognize themselves in the examples. Normalize the experience by emphasizing that almost everyone struggles with balancing online life. Encourage positive, solution-oriented thinking rather than guilt. Watch for disengaged students; pair them with supportive peers. Anticipate varying levels of openness: some may overshare, others may resist. Keep the focus on learning practical strategies rather than moralizing.

Lesson Plan 2

Title	Digital Mirror: Social Media's Impact on well-being
Age Group	14-16 years old
Time Frame	45–50 minutes
Learning Objective	Students will explore the psychological and emotional effects of social media use, including impacts on self-esteem, sleep, and mood. They will learn to critically reflect on how digital content and interactions shape their well-being and develop coping strategies to foster a healthier self-perception in the digital age.
Learning Outcomes	• Students can identify at least three emotional or psychological impacts of social media on well-being. • Students can recognize how curated content might affect self-perception. • Students can propose two strategies to protect their mental well-being on social media.
Tools/Materials Needed	• Projector or smartboard with speakers + PC • Short video (1-2 minutes) on social media and mental health (e.g., student testimonials) • Handouts for "My Digital Well-being Tracker" worksheet • "Exit Ticket" worksheets (for 3-2-1 reflection) • Markers and pencils • Sticky notes • Optional: chart paper
Detailed Instructions	Setting the Stage (7 minutes) Begin by stating the topic: "Today, we're going to dive into how social media affects our feelings, self-image, and overall well-being" Have students do a mini-survey to show them how social media affects their emotions:

Detailed Instructions

	1	2	3	4	5
I spend a lot of time on social media daily.					
I check social media first thing in the morning or before bed.					
I feel happy after using social media					
I feel stressed, anxious or upset after using social media.					
I compare myself to others while on social media.					
Likes, comments or followers affect my mood.					
I think social media affects my emotions positively.					
I want to make changes to reduce social media's impact on my emotions.					

Encourage volunteers to share any thoughts after the survey.

Activate prior knowledge with a short video (1-2 minutes) showcasing various emotional responses to social media content.

Introduce key concepts like "social comparison" and "curated reality," briefly defining them.

Social comparison - <https://dictionary.apa.org/social-comparison-theory> is the situation in which people evaluate their abilities and attitudes in relation to those of others in a process that plays a significant role in self-image and subjective well-being.

	Curated self - <a href="https://www.psychologytoday.com/us/blog/2023`02/the-curated-self">https://www.psychologytoday.com/us/blog/2023`02/the-curated-self is the selection and presentation of online content about yourself, eg. in social media. Ask students: Do you ever compare yourself with others when using social media? Do you ever select content about yourself before posting anything on social media? Then state: "To make this lesson most useful, let's decide together what we want to learn. What questions do you have about social media's impact on your feelings or self-image?". Give students sticky notes to write their ideas.
Detailed Instructions	Exploration / Inquiry (8 minutes) Divide students into small groups (3-4) Have them discuss and list the ways social media can negatively affect mood (e.g., anxiety, sadness), self-esteem (e.g., comparing lives, body image issues), and daily life (e.g., sleep disruption, attention fragmentation). Factors can include constant exposure to idealized images, cyberbullying concerns, and the pressure to present a perfect self. Each group writes at least 2 causes and 2 consequences related to well-being on sticky notes. Then have a quick share-out to compile ideas on the board. Main Task / Creation (20–25 minutes) Students will create a personal "My Digital Well-being Tracker" outlining practical steps to improve their emotional and mental health in relation to social media. Discuss with the students what will make a tracker successful. Examples: clear and simple, goal-oriented, personal, actionable, motivating, engaging. Divide students into groups and provide the worksheet. Briefly explain: "You'll be creating a personal plan to support your digital well-being by acknowledging and addressing social media's impact on your mood and self-image." Students brainstorm and write down at least three actionable steps. Encourage them to consider strategies like consciously unfollowing accounts that trigger negative feelings, limiting exposure to highly curated content, practicing digital detoxes for mental breaks, or seeking positive online communities.

	Circulate around the room to guide and prompt deeper thinking.
Detailed Instructions	Sharing & Peer Feedback (5-10 minutes) Students will share at least one personal digital well-being strategy with the whole class. Teacher can say: "Now that you've developed and discussed your digital well-being strategies, let's hear from a few of you. Who would like to share one strategy you think is especially useful or meaningful?". Have a few students share briefly (30-60 seconds): the strategy and why they chose it or how they hope it will help. After each student shares, invite a brief class discussion using: "Why do you think this strategy could be helpful?" or "What challenges might someone face in using this strategy—and how could they overcome them?". Encourage 1-2 short comments or ideas per shared strategy to keep the pace moving. Reflection & Closure (5 minutes) Individual reflection using an exit ticket. Hand out a "3-2-1" exit ticket to each student. Students should individually reflect on the lesson by answering the prompts: • "3 things I learned about social media's impact on well-being," • "2 strategies I will try this week to manage my digital habits for better mental health," • "1 question I still have about digital well-being and self-image". Collect the exit tickets as a form of assessment and to inform future lessons. If possible, discuss the questions asked by students in the next class. End by asking: "What small change will you make this week to protect your well-being on social media?"
Link to DigRight App	Use the DigRight App's "Social Media Addiction" module. Students can test their responses in emotionally charged scenarios related to social comparison and online validation, seeing how different choices affect their in-game well-being.
Inclusion/Adaptation Tips	Provide clear, visual aids and written instructions for all activities. For students needing extra support, pair them with peers who can help explain concepts during the main task. Offer diverse options for the "Main Task," allowing students to draw or verbally present their strategies instead of writing, if preferred. Allow digital form as well. Be sensitive to potential personal struggles related to body image or mental health, ensuring a safe space for discussion.

Assessment, Evaluation & Reflection

Formative Assessment

Formative assessment will be conducted throughout the lesson. This includes observing participation during group discussions and brainstorming (peer assessment) and reviewing the "My Digital Well-being Tracker" plans.

Self-assessment

The "3-2-1" exit tickets provide a self-assessment and a final check on student understanding of key concepts and their application. Teacher observation during the main task and sharing segments will check for students' ability to connect social media use to personal well-being and develop relevant strategies.

Observation Tools (checklists, rubrics)

An observation checklist for the teacher can be used informally while circulating or during presentations.

For example:

	1	2	3	4	5
Students identify impacts on self-esteem					
Students suggest strategies for mental well-being					
Students Actively participate in discussion					

Reflection Prompts for Students

- What was the most surprising thing you learned today about social media and feelings?
- What helped you learn today?
- What one change could make your social media use healthier for your mind?

Teacher Notes

Be mindful that some students may feel defensive or embarrassed if they recognize themselves in the examples related to self-esteem or anxiety.

Normalize the experience by emphasizing that almost everyone struggles with balancing online life. Encourage positive, solution-oriented thinking rather than guilt. Watch for disengaged students; pair them with supportive peers. Keep the focus on learning practical strategies rather than moralizing.

Lesson Plan 3

Title	Unmasking the Feed: Algorithms & Your Digital Habits.
Age Group	16–18 years old
Time Frame	45–50 minutes
Learning Objective	Students will critically analyze how social media algorithms influence their consumption habits and emotional well-being, enabling them to identify personal triggers and develop strategies to reclaim agency over their digital interactions and mitigate the risk of social media addiction.
Learning Outcomes	Students will be able to: ● Explain how social media algorithms are designed to maximize engagement. ● Identify at least three ways algorithms impact their personal social media use and emotional state. ● Propose two practical strategies to counteract algorithmic influence and foster healthier online habits.
Tools/Materials Needed	● Projector or smartboard with speakers + PC ● Short explanatory video (2-3 minutes) on social media algorithms (e.g., from a documentary clip or educational channel) ● Handouts for "Algorithmic Impact Worksheet" ● "Exit Ticket" worksheets (for 3-2-1 reflection) ● Markers and pencils ● Sticky notes ● Optional: chart paper
Detailed Instructions	Setting the Stage (10 minutes) Begin with the topic: <i>"Today we'll explore the hidden forces shaping our online experience: social media algorithms. We'll see how they work and how they may fuel social media addiction."</i> Warm-up with a question: <i>"Do you feel your feed is perfectly tailored to you? Have you ever found yourself scrolling endlessly through content you didn't search for?"</i> Show a short video (2–3 minutes) introducing algorithms and their purpose. Then ask: <i>"How do these algorithms affect your time online? Does knowing content is curated make you feel more or less in control?"</i>

	Introduce the term Algorithmic Influence: powerful programs shaping feeds, leading to longer screen time, filter bubbles, and less control—contributing to addictive patterns. Next, co-create class goals: give students sticky notes to write questions (e.g., “<i>How can I stop scrolling?</i>”). Group ideas, then refine them into 1–2 actionable goals, such as “<i>We will explain algorithmic influence and propose strategies to manage it.</i>”
Detailed Instructions	Exploration / Inquiry (7 minutes) Brainstorming the causes and consequences of algorithmic influence on digital habits. Create a table on the board with two columns: CAUSES (Why algorithms keep us hooked) and CONSEQUENCES (How they affect us). Divide students into small groups (3–4 people) and ask them to discuss and list reasons why algorithms encourage continuous engagement (e.g., personalization, reward systems, novelty) and how this affects users (e.g., FOMO, comparison, echo chambers, time loss, anxiety, sleep disruption, attention fragmentation). Each group writes at least 2 causes and 2 consequences on sticky notes. Then, have a quick share-out to compile ideas on the board Main Task / Creation (20 minutes) Students will create a personal plan outlining practical, actionable strategies to manage algorithmic influence and reduce the risk of social media addiction. Divide students into groups and provide the worksheet "Algorithmic Impact Worksheet." Briefly explain the purpose: “You’ll be creating a strategy to improve your digital well-being by understanding and mitigating the impact of algorithms.” Allow discussion and collaboration, but each student completes their own plan. Have students decide how easy or difficult the plan is going to be to implement. Students can discuss the reasons in pairs/groups. In case of any struggle, provide students with ready-to-use worksheets. The worksheet should guide students to: * Identify specific instances where they felt "hooked" by an algorithm. * Brainstorm and write down at least three actionable steps to regain control. Encourage them to consider: actively unfollowing irrelevant or negative accounts, seeking out diverse news sources, using browser extensions to limit tracking, setting app time limits, changing notification settings, or engaging in mindful scrolling (e.g., opening an app with a specific purpose, then closing it). * Propose an "algorithmic break" activity – an offline alternative to scrolling when feeling drawn to their device.

	Circulate around the room to guide and prompt deeper thinking: “How can you make these strategies truly personal and sustainable?” “What kind of content do you <i>want</i> to see, and how can you train the algorithm to show you more of that, or bypass it entirely?”
Detailed Instructions	Sharing & Peer Feedback (8 minutes) Students share at least one personal strategy for managing algorithmic influence with the class and assess how easy/difficult is going to be to implement and why.. Teacher can say: “Now that you’ve developed your strategies, let’s hear from you. Who would like to share one strategy you think is useful battling algorithmic influence?” Students share briefly the strategy and why they chose it or how they hope it will help. After that invite a brief discussion using the following questions: * “Why do you think this strategy could be helpful, especially given what we learned about algorithms?” * “What challenges might someone face in using this strategy—and how could they overcome them?” Encourage comments or ideas per shared strategy to keep the pace moving. Reflection & Closure (5–10 minutes) Individual reflection using an exit ticket. Hand out to each student a "3-2-1" exit ticket. Students should individually reflect on the lesson by answering the following prompts: "3 things I learned about algorithmic influence and social media addiction," "2 strategies I will try this week to manage my social media habits," "1 question I still have about digital well-being." Collect the exit tickets as a form of assessment and to inform future lessons. If possible, discuss the questions in the next class. Also, have students to share what strategies proved easy/difficult and which were useful in real life.
Link to DigRight App	Use the DigRight App's "Social Media Addiction" module to explore real-life decision-making influenced by app design. Students can test how they respond emotionally and cognitively persuasive scenarios.
Inclusion/Adaptation Tips	● Provide clear, visual aids and written instructions for all activities. ● For students needing extra support, pair them with peers who can help explain concepts or formulate strategies during the main task. ● Offer diverse options for the "Main Task," allowing students to draw or verbally present their strategies instead of writing, if preferred. ● Consider providing examples of common algorithmic "hooks" for discussion.

Assessment, Evaluation & Reflection

Formative Assessment

Formative assessment will be conducted throughout the lesson. This includes observing participation during group discussions and brainstorming (peer assessment) and reviewing the "Algorithmic Impact Worksheets."

Self-assessment

The "3-2-1" **exit tickets** provide a self-assessment and a final check on student understanding of the key concepts and their application, specifically regarding algorithmic influence on social media addiction. Teacher questions during group work will gauge depth of understanding.

Observation Tools (checklists, rubrics)

Observation Checklist for Teacher:

Student Name	Participates in Discussion	Defines Algorithmic Influence	Explains in Own Words	Identifies Personal Consequence	Thoughtful /Specific Reflection	Proposes 2+ Strategies	Strategies are Achievable/ Impactful

Reflection Prompts for Students

- How has today's lesson changed the way I think about the content I see online?
- What is one thing I am going to do differently starting today to be more mindful of algorithmic influence?



APPENDIX I – IMPACT WORKSHEET

Action / Strategy	simple	moderate	difficult
I'll note what kinds of posts or videos are recommended to me most often and why (likes, watch time, follows, etc.).			
For one week, I'll record how much time I spend on social media and what emotions I feel afterward (happy, distracted, anxious, inspired, etc.).			
I'll use phone screen-time reports to see which apps I use most.			
I'll clear or pause my watch history on one app to "reset" recommendations.			
I'll turn off personalized ads where possible.			
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Limit social media scrolling to 30 minutes a day using app timers.			
Replace late-night scrolling with reading or journaling.			
Write a one-page reflection or make a short video about what I learned from controlling my algorithmic exposure.			
Share tips with classmates on how to build a healthier digital life.			

Lesson Plan 4

Title	Helping Teens Manage Social Media Use
Age Group	Parents of teenagers aged 12–18
Time Frame	60 minutes
Learning Objective	Parents will gain awareness of the signs of social media addiction in teenagers, understand its emotional, cognitive, and social impacts, and learn effective, supportive strategies for guiding healthier online behaviors. They will leave with practical tools to initiate constructive conversations and set balanced digital boundaries at home.
Learning Outcomes	• Parents can identify at least three warning signs of social media addiction in teens. • Parents can apply two strategies to support balanced digital use at home. • Parents reflect on their own role as digital role models.
Tools/Materials Needed	• Projector/smartboard • Short awareness video (2–3 min) on teen screen time: • Printed handouts (warning signs checklist, conversation starters, family agreement template) • Sticky notes, pens, flipchart/markers
Detailed Instructions	Setting the Stage (10 minutes) Begin with a short video showing how teens spend hours on social media and how this affects sleep, school, and emotions. Ask parents: <i>“Does this look familiar?”</i> Present a set of testimonials from teenagers on social media use: <i>“I just want to stop scrolling, but I don’t know how”</i>. Tom, 16. <i>“I just feel I need my phone, you know? Like it helps me get through the day”</i>, Addie, 17. <i>“I feel like i’m a lot more insecure when I was at the start of the year”</i> Anna, 15 <i>“I’m really upset when I don’t get many likes”</i> Tom, 14. Invite 2–3 volunteers to share short stories about their teens’ digital habits. Then, outline the session goals: recognizing signs of unhealthy use, exploring causes, and discussing strategies. Stress that the purpose is not blame, but guidance and support. Ask: <i>“What challenges do you face in guiding your child’s screen use?”</i>

	Collect answers on a flipchart to show shared concerns, normalizing their experiences.
Detailed Instructions	Exploration / Inquiry (10 minutes) In pairs, parents brainstorm reasons why teens overuse social media (peer pressure, fear of missing out, validation, boredom, stress relief). Then, they discuss consequences they've noticed (sleep loss, mood swings, lack of focus, conflicts at home). Groups share one insight each, while the facilitator builds a cause-effect map on the board, highlighting the complexity of the issue. Main Task / Creation (30 minutes) The main activity: Designing a Family Digital Strategy. Parents work in small groups with a worksheet divided into three steps: 1. Warning Signs: Identify behaviors that may indicate problematic use (isolation, irritability when offline, neglect of responsibilities). 2. Supportive Responses: Write down practical strategies (setting shared device-free times, using apps to monitor time, engaging in family offline activities, encouraging hobbies). 3. Conversation Starters: Develop age-appropriate, non-judgmental ways to talk to teens (e.g., <i>"I notice you seem tired after scrolling late at night. How do you feel about it?"</i>). Facilitator circulates, encouraging realistic, empathetic strategies rather than strict control. Each group writes a draft "Family Digital Agreement" (3 simple rules + 2 supportive actions). Sharing & Peer Feedback (5–10 minutes) Groups share one strategy or agreement idea. Other parents provide feedback using prompts: <i>"This could work in my home because..."</i>, <i>"One thing you might add is..."</i>. This exchange validates different parenting approaches and builds a pool of ideas. Reflection & Closure (5–10 minutes) Parents individually complete a 3–2–1 exit card: • 3 things I learned today • 2 strategies I will try at home • 1 challenge I still face Close with a reflective question: <i>"What role model do I want to be for my child online?"</i> Encourage parents to commit to one small change in their own digital behavior.
Link to DigRight App	Introduce parents to DigRight App and explain how it might help their children. Encourage parents to use the app together with their children at home. Together they can explore different scenarios and discuss various solutions/strategies.

Inclusion/Adaptation Tips	• Offer simple visuals (icons, diagrams) for key ideas. • Ensure a non-judgmental, supportive atmosphere that respects different parenting styles. • For multilingual families: encourage shared family language routines, set device-free zones, scheduled social media times. • For families of limited literacy: visual cues, oral instructions, role modeling, storytelling sessions, routines rather than abstract rules, timers, visual clocks. • For families with an elder family caretaker: off-line activities, sharing experience and stories, showing positive online use. • Single parents families: clear simple routines, single parent as a role model, positive reinforcement, maximizing limited quality time.																																				
Assessment, Evaluation & Reflection	Formative assessment Formative assessment is based on active participation in group discussions, quality of strategies suggested, and reflection on exit cards. Self-assessment Self-assessment occurs when parents write personal action steps, while peer assessment happens through feedback during group sharing. The goal is not to evaluate correctness but to ensure parents leave with practical, realistic ideas tailored to their family situations. Have parents reflect on their own social media use habits. <table border="1"> <thead> <tr> <th></th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th></tr> </thead> <tbody> <tr> <td>I am aware of how much time I spend on social media.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>I feel mindful of how much social media affects my mood.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>My social media use does not interfere with attention to my family.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>I use social media purposefully, not just mindlessly scrolling.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>I regularly reflect on my social media habits and make adjustments.</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> If possible, organize a follow-up meeting during which parents will share what strategies they applied, what worked and what didn't.		1	2	3	4	5	I am aware of how much time I spend on social media.						I feel mindful of how much social media affects my mood.						My social media use does not interfere with attention to my family.						I use social media purposefully, not just mindlessly scrolling.						I regularly reflect on my social media habits and make adjustments.					
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Parents contribute at least one strategy during group work.		
Parents engages respectfully in peer feedback.		

Rubric for Family Digital Strategy (0–2 scale):

Criteria	0	1	2
Warning signs identified	None	1 sign	2+signs
Strategies suggested	None	1 strategy	2+strategies
Feasibility and empathy	None	1 Strategy	2+strategies

Printed exit cards provide additional feedback for the facilitator on workshop effectiveness and parents' confidence.

Reflection Prompts for Students	- Which strategy feels most realistic for your family? - How do you plan to start the conversation with your teen? - What one digital habit of yours could you model differently?
Peer/Self-Assessment Templates	Peer feedback starters: - I like this idea because... - One way to adapt it could be... - This could work in my family because...
Teacher Notes	Expect parents to express frustration, guilt, or helplessness. Acknowledge these feelings and redirect focus toward constructive strategies. Be mindful that parenting styles differ—avoid pushing one “correct” method. Some parents may overemphasize control; gently remind them of the importance of dialogue and trust. Encourage exchange of experiences rather than lecture. Anticipate emotional discussions if parents share personal struggles; keep the atmosphere solution-focused and supportive.

APPENDIX I - WARNING SIGNS CHECKLIST FOR PARENTS

BEHAVIORAL SIGNS

- Excessive use
- Neglecting responsibilities
- Loss of track of time
- Irritability when offline
- Withdrawal from offline activities

EMOTIONAL SIGNS

- Mood swings linked to online activity
- Low self-esteem or comparison
- Anxiety or depression
- Secrecy or hiding

SOCIAL SIGNS

- Isolation from real-life friends
- Conflict with family/friends
- Obsessive checking

PHYSICAL SIGNS

- Sleep disturbances
- Eye strain or headaches
- Neglect of personal care

CONVERSATION STARTERS:

1. I've noticed social media plays a big role for a lot of teens. What do you think you get out of it the most?
2. What's your favourite thing about the apps you use - and what do you wish were different?
3. How do you usually feel after spending a long time on your phone - energized, drained, distracted?
4. What kind of posts or content make you feel good - and which ones make you feel worse?
5. Do you think people are showing their real life online?
6. If you could set your own limits on screen time, what would feel realistic to you?
7. What's something you'd like to do more offline if you had extra time?
8. I know social media's a big part of your world - i'd love to understand it better. Want to show me one of your favourite accounts?
9. Would you be open to setting some screen-free time together - like during dinner or before bed - just to see how it feels?

APPENDIX II - FAMILY DIGITAL AGREEMENT

Date: _____

Family members participating: _____

1. Our shared purpose

We agree that phones and social media are tools for communication, learning and fun - but they can also distract us or affect our well-being.

Our goal is to use them intentionally and respectfully, to stay connected to each other and th the world in positive ways.

2. Screen Time Boundaries

We agree to create healthy limits for when and how we use our devices.

Examples (customize as needed):

1. No phones during family meals or game nights.
2. All devices charged outside bedrooms at night (by _____ p.m.).
3. Daily screen time limit: _____ hours for social media.
4. Try at least one screen-free activity daily (walk, reading, hobby, etc.).
5. _____

3. Healthy Use & Mental Well-Being

We agree to pay attention to how our phone use affects us emotionally and mentally.

We will:

- Take breaks when scrolling feels stressful or negative.
- Avoid comparing ourselves to others online.
- Follow accounts that make us feel inspired or informed.
- Talk openly if we feel pressure, anxiety, or discomfort related to social media.
- _____

4. Respect & Privacy

We agree to respect each other's boundaries online and offline.

We will:

- Ask before posting photos or videos of one another.
- Keep passwords private (unless sharing them for safety reasons).
- Avoid using phones to argue, gossip, or post hurtful content.
- Remember that everything online can be permanent — post thoughtfully.

- _____

5. Safety & Responsibility

We agree to use our devices in safe, responsible ways.

We will:

- Never share personal information (location, school, phone number) publicly.
- Tell a parent or trusted adult if we encounter bullying, threats, or inappropriate content.
- Use social media age-appropriately (following platform age rules).
- Avoid using phones while walking in traffic, crossing streets, or driving.

- _____



6. Family Accountability

We agree to check in regularly to see how these guidelines are working.

- Check-in Schedule: (e.g., once a month on a Sunday evening)
- At each check-in, we can adjust any rules that no longer fit or celebrate what's going well.

- _____

7. Our Family Commitment

By signing this agreement, we promise to use our phones and social media in ways that support our health, relationships, and happiness.

Family Member

Signature

Date

Lesson Plan 5

Title	Social Media Addiction: Breaking the Cycle
Age Group	16-18 years old
Time Frame	45–50 minutes
Learning Objective	Students will critically analyze the phenomenon of social media addiction, identify its psychological and social consequences, and explore practical strategies to regain control of their digital habits. They will reflect on their own media routines, recognize early warning signs of overuse, and collaborate to design realistic, age-appropriate coping strategies suitable for 16-18 year-olds navigating school and social challenges.
Learning Outcomes	• Students can define social media addiction and explain at least two of its effects on mental health and productivity. • Students can propose at least two strategies for reducing unhealthy screen time. • Students can critically reflect on their own digital habits and set personal goals.
Tools/Materials Needed	• Projector/smartboard • Short video (2–3 min) on digital addiction (e.g., TED-Ed, YouTube short film) • Printed worksheets (reflection prompts, exit tickets) • Whiteboard/markers • Phones (for activity, optional)
Detailed Instructions	Setting the Stage (5–10 minutes) Start the lesson by showing a short video on smartphone addiction. Afterward, ask students: <i>“How many hours do you think you spend on social media daily?”</i> Show them a quick statistic about average daily screen time for young adults. Have volunteers share their own or someone else’s story of struggling with balancing school work and social media use. Then invite students to co-define lesson goals: <i>“What do you want to know about social media addiction?”</i> Write their ideas on the board (e.g., signs, strategies, real-life consequences). Clarify that today’s focus will be both analytical and practical.

Detailed Instructions

Exploration / Inquiry (5–10 minutes)

Divide the class into small groups. Ask them to brainstorm two questions:

1. *Why do people our age get hooked on social media?*
2. *What are the most serious consequences you've observed in friends or yourself?*

Each group lists ideas on paper or digitally. Encourage them to think about mental health (anxiety, comparison), academics (procrastination, lost focus), and relationships (FOMO, online vs. offline imbalance). Groups share highlights; teacher notes them on the board, creating a mind map of “causes and consequences.”

Main Task / Creation (20–25 minutes)

Assign the main activity: **Designing a Personal “Digital Balance Plan.”**

Each student receives a worksheet divided into three parts:

1. **Self-diagnosis:** Track personal screen habits (approx. hours per day, most-used platforms, peak times).
2. **Warning signs:** Identify 2–3 personal signs of overuse (e.g., checking phone first thing in the morning, losing sleep, missing deadlines).
3. **Action plan:** Create 2–3 realistic strategies to reduce screen time (e.g., setting app timers, phone-free meals, scheduling offline activities). Students then pair up and exchange plans. Each partner provides constructive feedback: *“Your plan is realistic because...”*, *“You might try adding...”*. Teacher circulates, supporting with prompts: *“Would this work during exam season?”*, *“What offline activity could replace scrolling?”*. The goal is to create a concrete, personalized action plan each student can use after class.

For better time-management provide students with some ideas to choose from.

Sharing & Peer Feedback (5–10 minutes)

Volunteers share one strategy from their action plans. Encourage them to assess how easy or difficult it is going to be to implement. The class gives short peer feedback using sentence starters provided on the board: *“This is practical because...”*, *“It might be hard because...”*. Encourage positive reinforcement and realism. Emphasize that there is no single perfect solution, but strategies must be doable and personal.

	Reflection & Closure (5–10 minutes) Hand out exit tickets with 3–2–1 prompt: • 3 things I learned today • 2 strategies I will actually try • 1 obstacle I might face Close the lesson with a group reflection: “<i>What would life look like with 1 hour less of social media every day?</i>” Encourage students to visualize the benefits (more time, better focus, improved sleep)										
Link to DigRight App	Use the DigRight App's "Social Media Addiction" module to explore real-life decision-making influenced by app design. Students can test how they would respond in emotionally and cognitively persuasive scenarios.										
Inclusion/Adaptation Tips	• Allow oral responses instead of written work for students with writing difficulties. • Encourage international students to discuss platforms popular in their culture. • Provide guiding sentence starters for reflection (e.g., “<i>I spend most time on... because...</i>”). • Encourage anonymous sharing of plans if students feel uncomfortable.										
Assessment, Evaluation & Reflection	Formative Assessment Formative assessment will be the main tool: teacher observes group discussions and checks whether students critically identify causes, effects, and strategies. Peer Assessment Peer assessment occurs during plan exchanges, ensuring students provide constructive, respectful input. Self-assessment is achieved through the “Digital Balance Plan” and exit tickets, which reveal individual reflections and commitments. The focus is not on correctness, but on awareness, depth of thought, and realistic goal setting. If possible, discuss the implementation of students’ plans during next lesson. Was it easy? Difficult? What worked? What didn’t? What was helpful?										
Observation Tools (checklists, rubrics)											
Observation Checklist for Teacher											
<table><tr><td>Student Name</td><td>Identifies at least one personal sign of overuse</td><td>Suggests 2+ realistic coping strategies</td><td>Engages in peer feedback constructively</td><td>Comments</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	Student Name	Identifies at least one personal sign of overuse	Suggests 2+ realistic coping strategies	Engages in peer feedback constructively	Comments						
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Exit Ticket – 3–2–1 Reflection

Name: _____

3 Things I Learned Today

1. _____
2. _____
3. _____

2 Strategies I Will Actually Try

1. _____
2. _____

1 Obstacle I Might Face

1. _____

Reflection Prompts for Students

- Which part of your plan will be hardest to follow?
- How do you feel after writing down your strategies?
- What one small change will you commit to this week?

Peer/Self-Assessment Templates

Peer feedback starters:

- I like this idea because...
- One way to adapt it could be...
- This could work in my family because...

Questions for Self-Assessment:

Which apps or platforms do I use the most?	
--	--

	About how many hours a day do I spend online?		
	What kind of content do algorithms mostly show me?		
	How does the content I see make me feel?		
	Do I often lose track of time online?		
	Do I use technology for learning or just for fun?		
	Warning signs:		
	Loss of time		
	Mood changes		
	Distraction		
	Sleep problems		
Algorithmic control			
Action Plan Action plan - ideas and assessment: <i>easy / moderate / difficult to implement:</i>			
Be more aware of algorithmic influence		Watch one short video about how recommendation systems work	
Reduce screen time		Set a 2-hour daily limit on TikTok and YouTube	
Improve sleep		No phone use after 10:00 p.m.	
Make my feed more positive		Follow educational and motivational accounts	
💬 Reflect and adjust		Write a short reflection each week about how I feel	
Teacher Notes	Anticipate initial defensiveness — some students may downplay their usage or joke about addiction. Normalize the struggle by framing it as a common challenge, not a weakness. Watch for students who may reveal more serious struggles (e.g., anxiety, insomnia) and be prepared to redirect them to campus support services if needed. Focus on practicality: avoid overly idealistic solutions, instead encourage small, realistic steps that can be built upon.		

Disclaimer

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Information

Project DigRight - The Correct Use of Technology to Prevent Digital Addictions

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Consortium



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