

Gaming Addiction

Lesson Plan 1

Title	The Dopamine Maze: How Does Gaming Affect My Brain?
Age Group	12–14 years old
Time Frame	50 minutes
Learning Objective	Students will explain dopamine's role in gaming reward cycles, analyze their own gaming patterns, and design a balanced digital-use plan.
Learning Outcomes	• Schematises the brain's reward pathway • Evaluates personal gaming habits using 5 parameters • Designs a 'Digital Balance Agreement'
Tools/Materials Needed	• Dopamine animation (https://www.youtube.com/watch?v=evzGkXKgCzQ) • 'Brain Map' worksheet • Gaming Habit Survey (10 questions) • Coloured pens, poster paper
Detailed Instructions	Setting the Stage (8 minutes) Show the short animation titled 'How Dopamine Works' (2 minutes) Question: What changes do you feel in your body when you win a game? Sharing the objective: 'Today, we will discover how our brain activates its "reward" system in response to games.' Exploration & Inquiry (10 minutes): Group work (4 people): Discuss the metaphor 'Dopamine = Fuel, Tolerance = Growing Tank'

Detailed Instructions



- Dopamine = Fuel
- Tolerance = Tank

1st stage: Low dopamine = Happy

2nd stage: Same dopamine = Not enough

3rd stage: More dopamine needed

Write on the board: 'How does addiction turn into a physiological cycle?'

Main Activity (25 minutes):

Individual Work:

Marking the Reward Path on the 'Brain Map' (10 minutes)

The 'Brain Map' worksheet given to students contains a blank brain diagram with the following structures:

VTA (Ventral Tegmental Area)

NAcc (Nucleus Accumbens / Reward Centre)

Prefrontal Cortex

Hippocampus

Amygdala

Instructions:

- Show how dopamine flows between these regions with coloured arrows.
- Draw the 'reward pathway' from the VTA to the NAcc with a red arrow.
- Show the relationship between the prefrontal cortex and decision-making and control with blue.
- Indicate the relationship between the hippocampus's 'game-related memory' and the amygdala's 'emotional response' with green.

Write the following note below:

- 'When I play games, dopamine follows this pathway: VTA → NAcc → Prefrontal Cortex'

Additional Task:

- Summarise how this pathway turns into a cycle when overstimulated at the bottom of the poster:

	• ‘Game → Dopamine increase → Short-term pleasure → Increased desire to play → Development of tolerance → Loss of control’ Complete the Gaming Habit Questionnaire Contract Design: Fill out the ‘Digital Balance Contract’: ‘My daily maximum gaming time: ____’ ‘My warning sign: ____’ ‘My alternative activity: ____’
Detailed Instructions	Share contracts in pairs Feedback: ‘What is the strongest aspect of this plan?’ "How do you plan to motivate yourself to do this alternative activity?" "What balance did you try to strike when determining your maximum daily play time?" "How will you know if the plan is working? What will be your metric for success?" "If you're having trouble sticking to this plan, what will motivate you?" Reflection (7 minutes): 3-2-1 Exit Ticket: 3. Three scientific facts I learned (e.g., the relationship between dopamine and the reward system, the brain cycle of addiction, the development of tolerance) 2. Two points that surprised me (e.g., how games can chemically affect the brain, the long-term harms of short-term pleasures) 1. One strategy I will implement (e.g., limiting daily gaming time, identifying alternative activities)
Link to DigRight App	Examines the gaming addiction scenarios featured in the Digright app
Inclusion/Adaptation Tips	Active activity for students with ADHD: ‘Dopamine molecule’ role-playing Use of a tactile brain model for visually impaired students Cultural diversity awareness: Encourage students to share examples of popular games from their own cultural background or family traditions. Discuss how different cultures may reward play differently (e.g., traditional games, sports, or digital platforms) and compare how these influence the brain’s reward cycle.
Assessment, Evaluation & Reflection	Formative: Observing participation in group discussions Self-assessment: Survey results Peer assessment: Contract feedback

Observation Tools (checklists/rubrics)

Game Habit Scale ('Mini-OBO' Sample Items):

This is intended for individual evaluation. Sharing is not permitted.

Item	Never	Rarely	Sometimes	Often	Always
I skip meals to play games.					
I lie about playing games.					
I feel restless when I don't play games.					
I play games longer than I planned.					
I turn down social events because of the game					
I get angry when I can't play the game					
I think about my game performance frequently					
Games are my escape when I'm sad or bored					
My daily life revolves around games					
I find it difficult to stop playing the game					

Reflection Prompts for Students

Which game mechanics (e.g., leveling up, earning rewards, competition, discovery, feedback) trigger my brain's "reward button" (the mechanism that increases dopamine release) the most?

Peer/Self-Assessment Templates

Evaluation Criteria	Yes (✓)	A little (~)	Not yet(X)
I can explain what makes a digital game engaging.			
I participated actively in group discussions.			
I listened respectfully to others' game experiences.			
I expressed my own opinions clearly and respectfully.			
I learned something new about how games influence players.			

Teacher Notes

Share the survey results anonymously.
 Emphasise 'unbalanced habit' instead of the term 'addiction.'
 Concretise scientific terms: 'Dopamine = Happiness messenger.'
 At the end of the lesson, create a visual representation of the 'Brain Loop' using a poster activity: Dopamine production (reward anticipation) → Pleasure → Tolerance development (need for more stimulation) → Loss of control → Situations that trigger the desire to play (stress, boredom) → Playing again → Repetition of the loop

APPENDIX I - MAPPING THE REWARD PATHWAY

Name: _____

Instructions:

1. Label the key brain regions involved in the reward cycle.
2. Draw and label the pathways between them using colored arrows as described.
3. Summarize the cycle at the bottom.

Diagram:

(A simplified line drawing of a brain with the following areas indicated by boxes or circles and labeled with their acronyms. Lines connect them.)

- VTA (Ventral Tegmental Area)
- NAcc (Nucleus Accumbens)
- PFC (Prefrontal Cortex)
- AMY (Amygdala)
- HIPP (Hippocampus)

Draw the Pathways:

- RED Arrow (from VTA to NAcc): Label this "Dopamine Release -> REWARD". This is the main reward signal.
- BLUE Arrow (from NAcc to PFC): Label this "Motivation & Desire -> CRAVING". This creates the urge to play again.
- BLUE Arrow (from PFC to VTA/NAcc): Label this "Control & Decision-Making". This can either STOP the cycle or give in to the craving.
- GREEN Arrow (between HIPP and AMY): Label this "Memory & Emotion". The Hippocampus remembers how fun the game was, and the Amygdala attaches emotional importance to it.

Summary: The Gaming Cycle

Complete the flow chart below:

Play Game → Dopamine Release in _____ → Feelings of Pleasure & Reward → _____ develops (need more play for same feeling) → _____ tries to control but can be overruled → Strong _____ to play again → Cycle Repeats

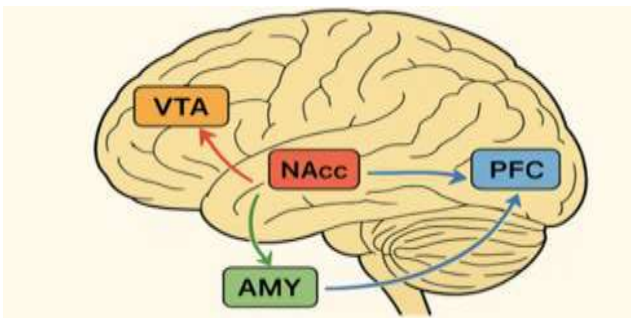
(Answer Key for Teacher: NAcc; Tolerance; Prefrontal Cortex; Motivation/Desire)

Mapping the Reward Pathway

Name: _____

Instructions

1. Label the key brain regions involved in the reward cycle.
2. Draw and label the pathways between them using colored arrows as described.
3. Summarize the cycle at the bottom.



The Gaming Cycle

Play Game → Dopamine Release → Feelings of Pleasure & Reward → Tolerance develops (need more play for same feeling) → Prefrontal Cortex tries to control but can be overridden → Strong Motivation/Desire to play again → Cycle Repeats

APPENDIX II - MY GAMING HABITS: A SELF-REFLECTION

Name (Optional): _____

Date: _____

Instructions: Please check the box that best represents your experience over the past few months.

#	Statement	Never	Rarely	Sometimes	Often	Always
1	I play games for longer than I initially intended to.	☐	☐	☐	☐	☐
2	I lose track of time when I am gaming.	☐	☐	☐	☐	☐
3	I choose to play games instead of spending time with friends or family.	☐	☐	☐	☐	☐
4	I think about gaming when I am not playing.	☐	☐	☐	☐	☐
5	I feel irritated, angry, or restless when I am unable to play games.	☐	☐	☐	☐	☐
6	I use games to escape from stressful feelings or problems.	☐	☐	☐	☐	☐
7	I try to hide how much time I spend gaming from my parents.	☐	☐	☐	☐	☐
8	My schoolwork or hobbies have suffered because of time spent gaming.	☐	☐	☐	☐	☐
9	I feel guilty or ashamed about how much I game.	☐	☐	☐	☐	☐
10	I have tried to cut down on my gaming time but haven't been able to.	☐	☐	☐	☐	☐

Scoring Guide (For Teacher/Student Reflection):

- Mostly "Never" / "Rarely": Your habits seem balanced.
- Several "Sometimes": Something to be mindful of.
- Many "Often" / "Always": It might be time to think seriously about creating a better balance. Talk to someone you trust.

APPENDIX III - DIGITAL BALANCE CONTRACT

Title: My Plan for Healthy Gaming

I, _____, understand that gaming is more fun when it's balanced with other parts of my life. After learning about how my brain works, I created this plan to stay in control.

My Goals:

- My Daily Max Gaming Time (on school days): _____
(Be realistic! Example: "60 minutes" or "Until my homework is done")
- My Weekend/Free Day Gaming Time: _____
(Example: "2 hours" or "One long session with breaks")

My Early Warning Signs (My "I need a break" signals):

- I start feeling irritable or angry after losing.
- I keep playing even though I'm not having fun anymore.
- I'm skipping other activities I usually enjoy.
- My body feels tense or my eyes are tired.
- My own sign: _____

My Alternative Activities (What I can do instead when I feel a craving to play):

- Activity 1: _____ (e.g., Go for a bike ride, listen to music)
- Activity 2: _____ (e.g., Read a book, draw)
- Activity 3: _____ (e.g., Call a friend, play basketball)

This is my agreement with myself. I will review this in one week.

Signed, _____

Date, _____

Witness (Optional - a friend or parent can sign for support): _____

APPENDIX IV – 3-2-1 EXIT TICKET

Name: _____

- 3 Things I Learned About My Brain and Gaming:

1. _____
2. _____
3. _____

- 2 Things That Surprised Me:

1. _____
2. _____

- 1 Strategy I Will Try This Week:

1. _____

Lesson Plan 2

Title	My Avatar and Me: Identity Conflict
Age Group	14-16 years old
Time Frame	50 minutes
Learning Objective	Students will analyze the differences between virtual and real selves and develop strategies for a healthy sense of identity.
Learning Outcomes	• Compare and contrast online and offline identity traits. • Generate solutions to role conflict scenarios • Express their own values through a “Digital Self Manifesto.” • Improve empathy, self-awareness, and expressive skills.
Tools/Materials Needed	• Web-based avatar creation app (e.g., Avatarify, Bitmoji, Pixton) • Role scenario cards (short conflict-based stories) • Emotion thermometer template • Manifesto writing frame • Star and colorful stickers • Post-its or cardboard displays • Mind map app or A3 papers

Detailed Instructions

Setting the Stage (7 minutes):

What are the advantages and disadvantages of virtual identities?

Statistic: “68% of teens feel more powerful in their avatars.”

Warm-up question:

“What parts of yourself are not reflected in your avatar? Why?”

→ Students may answer verbally or in writing.

→ *Goal: Raise awareness about the gap between internal identity and digital representation*

Exploration & Inquiry (12 minutes):

Group work (in groups of 3):

“List 3 benefits and 3 risks of having a virtual self.”

Each group is assigned a different digital context (e.g., games, social media, metaverse).

Class sharing:

Each group presents one *benefit-risk pair* to the board for discussion.

→ *Goal: Identify multidimensional effects of digital identity.*

Detailed Instructions

Main Activity (23 minutes):

Role-play (10 minutes):

Scenario: "My family saw my avatar and got scared. I need to explain myself."

Roles: Student (avatar owner), Parent, Counselor

Tool: **Emotion Thermometer** → Students measure and explain their emotional reactions.

Observers assess whether the language used is empathetic and respectful.

Manifesto Writing (13 minutes):

Title: "A Pledge to Stay True to My Real Self"

Teacher's Instructions: "Use the prompts below to write your own personal manifesto. This is a promise to yourself about who you are and who you want to be online. If you're feeling stuck, look at the example sentences for inspiration to get started."

Prompts with Example Sentences:

1. "In digital spaces, I will always hold onto these values: ..."
 - Example: "I will treat others with respect, even if I disagree with them."
 - Example: "I will value genuine connection over collecting likes or followers."
 - Example: "I will remember that my worth isn't defined by my online popularity."
2. "Even when I use an avatar, I will never give up on: ..."
 - Example: "My honesty. I won't create a fake life to impress people."
 - Example: "My real friendships. I won't ignore my friends in real life for my online ones."
 - Example: "My safety. I won't share personal details that my avatar would keep private."
3. "When I feel disconnected from my real self, I will: ..."
 - Example: "Log off and spend time on a hobby I love, like drawing or playing music."
 - Example: "Talk to my best friend or my family about how I'm feeling."
 - Example: "Remember the things I like about my real, offline life."

→ **Goal:** To encourage self-reflection and digital ethics development by providing structured scaffolding that empowers all students to participate fully and meaningfully.

Teacher Note: Emphasize that these are just examples. The most powerful manifestos will come from their own personal thoughts and feelings. The examples are a tool to spark ideas, not to limit them.

Detailed Instructions	Sharing (5 minutes): Gallery walk: Students walk around and read each other’s manifestos. Each student marks the most powerful sentence with a star sticker. The teacher summarizes key common messages heard in manifestos. Reflection (8 minutes): Metaphor Activity: Students complete the sentence: “My virtual self is a _____ because _____.” Example: “My virtual self is a mask because it both protects and hides me.” Students may share voluntarily or submit responses in writing. Responses are posted on a class board to create a collective theme. → <i>Goal: Promote symbolic thinking and deeper expression.</i>
Link to DigRight App	Students develop their own avatars in the DigRight app.
Inclusion/Adaptation Tips	Offer written sharing options for introverted or shy students. Ensure scenario cards reflect cultural diversity and gender variety. Provide inclusive avatar examples (skin tones, body types, accessories). For students with special needs, allow verbal, visual, or supported written expression.
Assessment, Evaluation & Reflection	Formative Assessment: Observation of participation and quality of contribution during group discussions and scenario analysis.

Observation Tools (checklists/rubrics)

Game Habit Scale (‘Mini-OBO’ Sample Items):

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Item	Never	Rarely	Sometimes	Often	Always
I skip meals to play games.					
I lie about playing games.					
I feel restless when I don't play games.					
I play games longer than I planned.					
I turn down social events because of the game					
I get angry when I can't play the game					
I think about my game performance frequently					

Games are my escape when I'm sad or bored					
My daily life revolves around games					
I find it difficult to stop playing the game					

Peer/Self-Assessment Templates

Digital Identity Reflection

Statements	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. I can express how I feel about my digital identity.	☐	☐	☐	☐	☐
2. I understand the difference between my real self and my virtual self.	☐	☐	☐	☐	☐
3. I am aware of the values I want to maintain in digital spaces.	☐	☐	☐	☐	☐
4. I can identify potential risks of creating a digital self.	☐	☐	☐	☐	☐
5. I feel confident that I can stay true to my real self online.	☐	☐	☐	☐	☐
6. I listened to and respected others' perspectives during discussions.	☐	☐	☐	☐	☐
7. Today I learned something important about how I want to present myself online.	☐	☐	☐	☐	☐

Throughout the lesson, teachers use a structured observation checklist to monitor students' verbal contributions, emotional awareness, and empathy. This formative tool helps identify how well students distinguish between their real and virtual selves, their level of engagement, and their ability to collaborate. Additionally, the "Digital Self Manifesto" is assessed with a simple evaluation table, focusing on clarity, authenticity, and value alignment. This supports holistic assessment of both participation and personal growth.

Behavioral Observation Checklist

Observed Behavior	Yes	Partly	No
Uses empathetic and respectful language	☐	☐	☐
Identifies and names emotions appropriately	☐	☐	☐
Participates constructively in group discussions	☐	☐	☐
Reflects real-virtual identity differences clearly	☐	☐	☐

	Develops a value-driven manifesto	☐	☐	☐
	Manifesto Evaluation Table			
	Criteria	Excellent	Good	Needs Improvement
	Clarity of message	☐	☐	☐
	Consistency with real values	☐	☐	☐
	Originality and self-awareness	☐	☐	☐
Reflection Questions for Students What did you learn about your digital self today? Did you notice any differences between how you act online and in real life? Which part of your manifesto felt most true to who you are? Peer Evaluation Form: Most powerful manifesto sentence: _____ Area for growth: _____ My suggestion: _____				
Teacher Notes	Watch for students who show emotional confusion or over-identify with their avatars, as this may signal a fragile sense of self. Some students may struggle to express their values in writing, provide scaffolding or peer models. Be prepared for cultural or personal sensitivities related to identity. If the manifesto activity triggers emotional discomfort, allow private submission or skip public sharing. Ensure balanced participation in role-plays to avoid domination by extroverted students. Students may compare avatars/manifestos in ways that lead to judgement. Teachers should emphasize empathy and avoid using a competitive tone.			

APPENDIX I - ROLE SCENARIO CARDS

Purpose: To provide relatable, conflict-based scenarios that spark discussion and role-play about the challenges of managing online and offline identities.

How to Use: Students are divided into groups of three (Student, Parent, Counselor). Each group draws a card and acts out the scenario, focusing on using empathetic language and explaining their emotional perspective.

Example Card Content:

Card 1: The Edgy Avatar

- Scenario: Your parent logs into your game account to see what you've been playing and is shocked by your avatar. It looks dark, angry, and wears scary makeup/armor. They confront you, worried you're becoming depressed or violent.
- Student's Role: You see the avatar as just a cool, powerful character for the game's fantasy world. It's not a reflection of your real-life mental state.
- Parent's Role: You are alarmed. The avatar is so different from your kind, cheerful child. You fear it represents hidden negative feelings.
- Counselor's Role: Help both sides explain their feelings without judgment and find common ground.

Card 2: The Anonymous Troll

- Scenario: You use an anonymous account to leave harsh comments on a popular influencer's page, arguing with other followers. Your sibling finds the comments, recognizes your writing style, and tells your parents.
- Student's Role: You feel anonymous online is the only place you can be brutally honest and vent frustration without social consequences.
- Parent's Role: You are disappointed and concerned that your child is capable of being so mean and is hiding a secret online life.
- Counselor's Role: Facilitate a discussion on accountability, empathy, and why we sometimes behave differently online.

Card 3: The Gender-Swapped Gamer

- Scenario: In your online game, you play as a character of a different gender. You've made friends who now know you by that identity. Your parents overhear you on voice chat and are confused about why you're "pretending" to be someone else.
- Student's Role: It's fun to experiment with identity, and it sometimes prevents online harassment. Your online friends like you for your personality, not your real-world gender.
- Parent's Role: You are confused and concerned about why your child feels the need to hide their true gender. You worry about deception and their sense of self.
- Counselor's Role: Help translate the student's exploration into terms the parent can understand, focusing on curiosity and safety rather than deception.



APPENDIX II - EMOTION THERMOMETER TEMPLATE

Purpose: To help students identify, name, and measure the intensity of their emotions during the role-play scenario.

How to Use: During or after the role-play, students use this template to plot how heated the conversation felt and to articulate their feelings using "I feel..." statements.

Title: My Emotional Temperature During the Conversation

Instructions: Mark an (X) on the thermometer where your emotional intensity was during this conversation. Then, complete the sentences below.

TEXT:

[THERMOMETER GRAPHIC]

 | Boiling (Furious, Defensive)

|

|

| Hot (Frustrated, Annoyed)

|

|

| Warm (Uncomfortable, Nervous)

|

|

| Cool (Calm, Understanding)

|

|

 | Freezing (Shut down, Numb)

- When my parent said _____, I felt _____.
- The hardest part of explaining myself was _____.
- I felt understood when _____.



APPENDIX III - MANIFESTO WRITING FRAME

Purpose: To provide a structured yet creative framework for students to synthesize their learning and make a personal commitment to authentic online behavior.

Title: My Digital Self Manifesto: A Pledge to Stay True to My Real Self

A manifesto is a public declaration of your values and intentions. Use the prompts below to write your own.

Introduction:

"In the digital world, it's easy to get lost. This is my promise to myself about who I am and want to be, both online and offline."

My Core Values:

- "In digital spaces, I will always hold onto these values:
 - Honesty: I will not pretend to be someone I'm not for long-term relationships.
 - Kindness: I will remember there is a real person behind every screen.
 - Courage: I will have the courage to be my authentic self, even if it's different from my avatar.
 - My value: _____."

My Non-Negotiables:

- "Even when I use an avatar, I will never give up on:
 - My sense of right and wrong.
 - My respect for others.
 - My commitment to my real-life friends and family.
 - My _____."

My Anchor:

- "When I feel disconnected from my real self, I will:
 - Take a break from the screen and do something I enjoy in the real world.
 - Talk to someone who knows the real me.
 - Remind myself of my values listed above.
 - _____."

Signed,

(Your Name/Avatar Name)

Date:



Lesson Plan 3

Title	From Screen Battles to Family Peace
Age Group	14-16 years old
Time Frame	50 minutes
Learning Objective	Students will analyze the roots of digital conflicts between children and parents and develop communication strategies based on a win-win approach that considers both sides' needs.
Learning Outcomes	• Analyze the causes, emotional aspects, and consequences of digital conflicts within the family. • Demonstrate active listening and empathetic communication. • Design a balanced family digital usage agreement. • Gain insight into their own attitudes and boundaries.
Tools/Materials Needed	• Blank cards for student-generated scenarios • Pre-written "Conflict Scenario Cards" (as a backup) • "Win-Win Agreement" template • Time capsule box or envelopes • Observation checklist • Microphone or talking stick • Board with communication scaffolds (e.g., "I feel... when... because...", "I need...", "I understand that you feel...")
Detailed Instructions	Setting the Stage (5 minutes): • Hook: Present the fact: "Studies show a high percentage of families experience conflict over screen time." • Class Question: "What's one word that describes how you feel when a digital conflict starts with your parents?" • Students respond with words like "frustrated," "misunderstood," "angry," "annoyed." • Teacher collects these emotional keywords on the board. • Purpose: To build emotional awareness and validate student feelings.



Detailed Instructions

Exploration (12 minutes):

- Student-Generated Scenarios (3 mins): Instead of starting with pre-made cards, students quickly jot down a common point of conflict in their own homes on a blank card. (e.g., "Phone at the dinner table," "Gaming too late," "Social media during homework").
- Role-Play (9 mins):
 - In pairs, students choose one of their scenarios to act out. One plays the "parent," the other the "teen."
 - Scenario Example: A student's own scenario: "Wanting to use phone right after school vs. parent insisting on homework first."
 - Timekeeper: Teacher keeps rounds short (2 minutes per pair).
 - Observer Feedback: Instead of just a checklist, observers are prompted to note: "One thing the 'teen' did well," and "One thing the 'parent' did well." This encourages constructive, positive feedback.
- Purpose: To foster authenticity and ownership by using real-life examples.

Main Activity (20 minutes):

1. Needs Analysis (6 mins): Individually, students answer:
 - "What is my parent's biggest fear or need in this situation?"

 - "What is my core need or desire? _____"
 - Scaffolding: The teacher writes sentence starters on the board: "My parent probably needs...", "I really need..."
2. Building Bridges (4 mins): In small groups, students share their needs and define a shared goal (e.g., "Trust," "Balance," "Respectful communication"). They create a quick poster or add to a digital board with their key word.
3. Win-Win Agreement (10 mins):
 - Students complete a two-sided agreement template.
 - Focus: Create one concrete, realistic exchange.
 - Teen's Commitment: e.g., "I will finish my homework before gaming."
 - Parent's Commitment: e.g., "I will not interrupt your game without a 5-minute warning."
 - Evaluation Step (New): At the bottom of the template, add: "Potential Challenge: Which part of this agreement might be hardest to keep? Why? How can we overcome this?"
 - Students can add visuals (symbols, emojis, drawings).

Purpose: To promote mutual understanding and create a practical, co-constructed solution.

Detailed Instructions	Sharing and Feedback (5 minutes): ● Structured Peer Feedback (New): Instead of just applause, the "Solution Star" activity is expanded. ○ Groups quickly share their agreement. ○ Peers give feedback using the "Star & Wish" model: "One thing I think is strong is... (a Star)", and "One idea to make it even stronger might be... (a Wish)". ○ Teacher uses a timer to ensure this stays within the time limit. ● Purpose: To provide richer, more constructive peer-to-peer learning. Reflection and Time Capsule (8 minutes): ● Time Capsule Letter: ○ Students write a short letter to their future self and/or family. ○ Teacher's Prompt: "In 6 months, we'll see how your agreement is working. Write a note about your thoughts and hopes for your family's digital communication." ● Scaffolding: Provide printed sentence starters to save time and guide reflection: ○ <i>"Dear Family, I am writing this today after realizing that..."</i> ○ <i>"My goal for us is..."</i> ○ <i>"The part I will try hardest to keep is..."</i> ○ <i>"In 6 months, I hope we..."</i> ● Closing: Students sign with a message of hope (e.g., "Your son who is trying to grow," "Here's to less screen battles!"). ● Logistics: Letters are sealed in envelopes with names. Teacher collects them for safekeeping until a future follow-up. ● Future Idea (New): Suggest a brief class reflection in 6 months to discuss what changed, combining personal and social learning. ● Purpose: To internalize learning, encourage self-regulation, and create a lasting personal connection to the lesson. Sharing (5 minutes): Gallery walk: Students walk around and read each other's manifestos. Each student marks the most powerful sentence with a star sticker. The teacher summarizes key common messages heard in manifestos.
Link to DigRight App	Students are encouraged to share the app with their parents and discuss their digital well-being scores together.
Inclusion/Adaptation Tips	● Role-play opt-out: Students can write or draw their scenario instead of acting it out. ● Provide inclusive examples for diverse family structures (e.g., grandparents, single parents, guardians).

	• Use a "silent sharing wall" (digital or physical) for students to post thoughts anonymously. • The provided sentence starters and scaffolds support learners at different levels.
Assessment, Evaluation & Reflection	Assessment Methods: • Formative: Teacher observes group discussions for empathy, realistic solution-making, and use of communication scaffolds. • Self-Assessment: Exit ticket using emojis: ○ I can understand the roots of digital conflicts in my family. 😊 😐 😞 ○ I tried to understand the other side's needs today. 😊 😐 😞 ○ The win-win approach makes sense to me. 😊 😐 😐 😐 ○ I have a strategy to talk to my family about this. 😊 😐 😐 😐

Observation Tools (checklists, rubrics)

Conflict Resolution Rubric

Criteria	4 (Excellent)	2 (Needs Improvement)
Realism & Empathy	Solutions address the underlying needs and fears of both parties.	Suggestions are one-sided or ignore the other's perspective.
Language Use	Consistently uses "I-statements" and respectful, clear language.	Uses blaming, vague, or disrespectful language.
Reflection	Thoughtfully identifies a potential challenge to the agreement.	Does not consider future obstacles.

Student Reflection Questions:

- What was the most valuable idea you gained from your peers today?
- What is one commitment you made that you feel confident about?
- What will you try to do differently in your next conversation at home?

Observation Checklist - For the teacher/peer observer during role-play

Pair/Group:

Scenario:

Criteria	Yes	Somewhat	No	Notes
Did each person get to speak without interruption?				
Did they use "I feel..." statements?				
Did they identify a underlying need (e.g., trust, rest, fun)?				
Was the proposed solution realistic?				
Was the tone respectful?				

Peer/Self-Assessment Templates

Self-Assessment Checklist:

- ☐ I contributed my own example of a conflict.
- ☐ I listened to understand, not just to reply.
- ☐ I clearly identified both my needs and my parent's needs.
- ☐ I used respectful language in designing our agreement.
- ☐ I considered a potential future challenge.

Teacher Notes

- Emotional Safety: Be mindful that discussing family can be sensitive. Watch for signs of distress and ensure the environment is supportive, not prescriptive.
- Time Management: Use clear time cues. The introduction and sharing phases can be shortened if needed to protect time for the core agreement and reflection activities.
- Student Agency: Encourage students to use their own words and ideas. The teacher's role is to facilitate, not to provide "correct"

answers. Value humor as a valid communication tool if it's used positively.

- Dominant Voices: Use structured turn-taking (e.g., the talking stick) to ensure all students are heard, especially during group discussions.

APPENDIX I - CONFLICT SCENARIO CARDS

Purpose: To provide realistic, relatable starting points for role-playing exercises that help students practice empathetic communication.

How to Use: Each pair/group draws one card and acts out the scenario, first in a "conflict" style, then trying to use "I-statements" and active listening to find a solution.

Example Card Content:

Card 1: The Weekend War

- Scenario: It's Friday night. You've finished your homework and want to unwind by playing online with friends for a few hours. Your parent says, "All you ever do is game! It's a beautiful evening, go outside or read a book!"
- Your Role (Teen): You feel you've earned your free time and want to socialize with friends.
- Parent's Role: They are worried you're missing out on real-world experiences and are becoming isolated.

Card 2: The Phone at the Table

- Scenario: You're checking a message on your phone during a family dinner. Your parent gets upset and says, "That phone is glued to your hand! Can we just have one meal without it?" They threaten to take it away.
- Your Role (Teen): You feel you were just checking something quickly and that the reaction is overblown.
- Parent's Role: They feel disrespected and that family time is not valued.

Card 3: The Sleepover Scroll

- Scenario: You're at a sleepover. Everyone is on their phones, sharing videos and laughing. You post a fun picture. The next morning, your parent sees the post and is angry you were online so late. "You know the rule: no phones after 10 p.m.!"
- Your Role (Teen): You were being social and didn't want to be the only one not participating.
- Parent's Role: They are concerned about your sleep schedule and are frustrated that house rules were broken.

Card 4: The Hidden Screen

- Scenario: You were supposed to be studying in your room with your phone away. Your parent walks in and sees you quickly switching from a game to a textbook. They say, "I can't trust you anymore! Give me your phone right now."
- Your Role (Teen): You needed a short break and feel you can manage your time. You feel mistrusted.
- Parent's Role: They feel lied to and are worried about your grades and honesty.



APPENDIX II - WIN-WIN AGREEMENT TEMPLATE

Title: Our Family Digital Peace Treaty

This agreement is made between: _____ (Teen) and _____
(Parent/Guardian)

Date: _____

Review Date: _____ (e.g., in 2 weeks)

We agree that our shared goal is: PEACEFUL AND BALANCED SCREEN TIME AT HOME.

We recognize that we both want what's best for each other. This agreement is a promise of mutual respect.

1. Our Concerns & Needs (The "Why"):

- My Parent's Biggest Fear/Worry is: _____
(e.g., *"That my grades will suffer," or "That I won't get enough sleep"*)
- My Biggest Need/Desire is: _____
(e.g., *"To relax and connect with friends," or "To have some autonomy over my free time"*)

2. Our Commitments (The "What"):

My (Teen's) Promises	My (Parent's) Promises
I will: - ☐ Finish all homework before entertainment screen time. - ☐ Put my phone on the charger outside my bedroom by [Time] _____ PM. - ☐ Communicate clearly if I need extra time for a special event. - ☐ My personal promise: _____	I will: - ☐ Respect my teen's downtime and not micromanage. - ☐ Grant 2 extra hours of flexible screen time on weekends. - ☐ Knock before entering when the door is closed. - ☐ My personal promise: _____

3. How We Will Communicate:

- We will use "I feel..." statements instead of "You always..." accusations.
- If we disagree, we will take a 10-minute cool-down break before discussing it again.
- We will have a weekly 5-minute check-in to see if this agreement is working.



4. Signatures:

We both agree to try our best to uphold this agreement.

(Teen Signature)

(Parent/Guardian Signature)

APPENDIX III - TIME CAPSULE LETTER PROMPTS

For the student writing to their family:

"Dear Mom/Dad, I'm writing this on a day when I tried to understand you better. I now see that your rule about _____ comes from your concern about _____. My hope is that in 6 months, we will be arguing less about screens and more about _____. I promise to try my best to _____."

- For the student writing to their future self:

"Dear Future Me, I hope you stuck to the agreement. Are you still getting your homework done first? Do you feel like Mom/Dad trusts you more? Remember how you felt today—hopeful! Don't go back to old habits."



Lesson Plan 4

Title	Unmasking the Hidden Hooks: Ethical Gaming Habits
Age Group	12–16 years old
Time Frame	50 minutes
Learning Objective	Students will identify manipulative design techniques in digital games and reflect on how these affect their behavior and brain reward systems, fostering more conscious and ethical gaming habits.
Learning Outcomes	● Recognize common game mechanics used to keep players engaged. ● Understand the brain's reward system (dopamine loop) and its role in game addiction. ● Evaluate the ethical responsibility of game designers. ● Reflect on their own gaming patterns and set healthy boundaries.
Tools/Materials Needed	● Game Mechanic Cards (e.g., streaks, loot boxes, limited-time offers) ● Brain Reward Loop visual map ● “Dopamine Diary” mini-journal template ● DigRight in-app test: “Game Trap Check” ● YouTube video (1 min): <i>How Dopamine Works</i> (with visuals only if no internet) ● Markers and sticky notes ● “Ethical vs Manipulative” comparison chart ● Peer/Self Evaluation Template
Detailed Instructions	Setting the Stage (5 minutes): Class prompt: What is the longest time you’ve ever spent playing a game without noticing the hours pass?” → Students raise hands or write anonymously. → Teacher shows key statistics: <i>“The average teen gamer plays over 2 hours a day—more on weekends.”</i> → Purpose: Raise awareness of unconscious playtime
Detailed Instructions	Exploration (10 minutes): Visual Exploration: Show the Brain Reward Loop Map (highlight dopamine release with rewards).



	Watch the 1-minute video on how dopamine works. Mini Discussion: “What does your brain crave during gaming?” “What makes you go back again and again?” → Purpose: Link game mechanics to brain response.										
Detailed Instructions	Main Activity (25 minutes): 1. Trap Cards Activity (10 minutes): Each group receives a set of “Game Mechanic Cards” (e.g., daily rewards, random loot, pay-to-win, endless progression). Task: Sort them into two categories: Ethical vs Manipulative Optional: Use a continuum instead of categories. Each group explains one example and its effect. 2. Dopamine Diary (10 minutes): Each student completes a mini-journal page designed with emojis to guide their self-reflection. Title: 🧠 My Dopamine Diary: Track Your Triggers 1. ⌚ Which game or app mechanic makes me lose track of time? (Circle all that apply) 🎯 Leveling Up (The urge to reach the next level) 📦 The Loot Box (The thrill of a random reward) 📱 Infinite Scroll (Just one more video/post) 🏆 The Streak (Not wanting to break a daily login streak) 👥 Social Pressure (Friends waiting online for me) - Other: _____ 2. ❤️ What emotion do I feel RIGHT AFTER I stop playing? (Rate how you usually feel) <table><tr><th></th><th>😓 (Drained/Sad)</th><th>😐 (Meh/Neutral)</th><th>😊 (Satisfied/Happy)</th><th>😬 (Stressed/Anxious)</th></tr><tr><td>How often?</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td></tr></table> 3. 🌊 My Plan for a Healthier Boundary:		😓 (Drained/Sad)	😐 (Meh/Neutral)	😊 (Satisfied/Happy)	😬 (Stressed/Anxious)	How often?	☐	☐	☐	☐
	😓 (Drained/Sad)	😐 (Meh/Neutral)	😊 (Satisfied/Happy)	😬 (Stressed/Anxious)							
How often?	☐	☐	☐	☐							

	• "Next time, I will try to:" ○  Set a timer <i>before</i> I start. ("I will play for 30 minutes.") ○  Remove the app from my home screen to reduce temptation. ○  Replace 30 minutes of scrolling with: _____ (e.g., reading, music, walking). ○ ☒ Finish my homework first as a reward rule. 3. Ethical Redesign (5 minutes): In pairs: Pick a manipulative mechanic and suggest a more ethical version. Example: "Instead of streak loss, give bonus for mindful breaks." → Purpose: Build critical thinking and ethical awareness.
Detailed Instructions	Sharing (5 minutes): Gallery Walk or Wall Stickies: Students post sticky notes: "My biggest game trap: _____" "One change I'd make to games: _____" Class reads silently and identifies common themes. Reflection (5 minutes): Guided Journal Prompt: "Which game mechanics (e.g., leveling up, earning rewards, competition, discovery, feedback) trigger my brain's reward button the most?" "What can I do to stay in control while enjoying games?"
Link to DigRight App	Examine the gaming addiction scenarios featured in the Digright app.
Inclusion/Adaptation Tips	• Students who do not play games can analyze mobile apps or social media platforms with similar reward systems. • For students sensitive to addiction language, use "game habit patterns." • Provide visual tools or verbal alternatives for neurodivergent learners.
Assessment, Evaluation & Reflection	Formative: Teacher observes group discussions, looking for recognition of game traps and depth of analysis. Self-Assessment: Students reflect in the "Dopamine Diary." Peer Assessment:

Students evaluate each other's ethical redesign suggestions.

Observation Tools (checklists, rubrics)

Rubric: Ethical Game Use

Criteria	4 (Excellent)	2 (Needs Improvement)
Understanding of Game Mechanics	Identifies and explains traps with clear examples	General or vague recognition
Brain-Behavior Link	Makes insightful connections to emotions	Limited or unclear connections
Ethical Thinking	Offers thoughtful, practical redesigns	Offers unrealistic or unclear ideas

Reflection Prompts for Students

- Which game mechanics are the most “addictive” for you personally?
- How do these mechanics affect your mood and time management?
- What’s one boundary you can set to enjoy games more mindfully?
- Why do you think this mechanic is manipulative or ethical? What’s the reasoning behind your judgment?

Peer/Self-Assessment Templates

☒ Self-Assessment Checklist:

- I can identify at least 3 manipulative game techniques.
- I understand how these mechanics affect my brain.
- I reflected honestly on my own gaming patterns.
- I contributed to a solution that makes games more ethical.
- I supported my partner/group with respectful feedback.

☒ Peer Feedback Prompts:

- “What I liked in your redesign was...”
- “One way it could be even more ethical is...”
- “Something that surprised me in your work was...”

“One question I still have is...”

Teacher Notes

This lesson may trigger defensiveness among avid gamers. Avoid framing gaming as “bad”—focus instead on how games are designed and how we can stay in control. Encourage student autonomy. Allow space for humor and personal stories, but steer toward solution-focused thinking. If a student shares concerning gaming behavior (e.g., skipping meals, sleep deprivation), follow up sensitively.

APPENDIX I - GAME MECHANIC CARDS

Purpose: To help students distinguish between manipulative and ethical design mechanics through concrete examples.

How to Use: Each mechanic is printed on a separate card. The front of the card has the mechanic's name and a short description. The back has "What It Does To Your Brain" and "Why It's Used." Groups discuss and sort these cards into "Ethical" and "Manipulative" categories.

Example Card Content:

Card 1:

- Front: DAILY REWARDS & STREAKS
 - "Log in consecutively every day to get increasingly valuable rewards. Miss a day and your streak resets to zero."
- Back:
 - What It Does To Your Brain: Creates Fear Of Missing Out (FOMO) and a 'sunk cost' investment feeling: "I've come this far, I can't stop now."
 - Why It's Used: To pull the player into the game daily and turn it into a habit.

Card 2:

- Front: LOOT BOXES / MYSTERY BOXES
 - "Spend real money or in-game currency to get a random selection of items whose contents are unknown before purchase."
- Back:
 - What It Does To Your Brain: Creates a gambling-like effect. The uncertain reward triggers dopamine release, making you think, "Let me try one more time, maybe I'll get it this time."
 - Why It's Used: To encourage players to "try their luck," generating revenue through microtransactions.

Card 3:

- Front: ENDLESS PROGRESSION & LEVELING UP
 - "There are infinite tasks, levels, and new features to unlock. You can never truly say 'I'm finished.'"
- Back:
 - What It Does To Your Brain: Triggers the desire to reach the next reward. Makes you say, "Just one more level" or "Let me just finish this one quest."
 - Why It's Used: To obscure the quitting point and dramatically increase play time.

Card 4:

- Front: SOCIAL CONNECTION & COMPETITION
 - "See your friends list, compete against them, or cooperate with them. Get notifications like 'Your friend just beat your score!'"

- Back:
 - What It Does To Your Brain: Triggers social comparison and the need to belong. Competition increases excitement and stress, pulling you back to play more.
 - Why It's Used: To tether the player to the game because their social circle is there (social leverage).

Card 5:

- Front: PERSISTENT NOTIFICATIONS
 - "Receive push notifications even when you're not playing, e.g., 'Your reward is ready!' or 'You are under attack! Come back!'"
- Back:
 - What It Does To Your Brain: Distracts you and tries to pull you back into the game. Creates a constant mental agenda about the game.
 - Why It's Used: To re-engage the player's attention and make them feel "always on."

APPENDIX II - DOPAMINE DIARY MINI-JOURNAL TEMPLATE

In-Depth Reflection Journal (Optional Additional Resource)

Purpose: To allow students to reflect on their gaming habits in more detail and depth. This template can be used if you have extra time or for individual work with specific students.

Title: Games & Me: An In-Depth Self-Reflection

Step 1: The Trap That Pulls Me In:

"What game do you play most often? What is the single most 'hooky' or 'time-sinking' mechanic in that game for you personally?"

Game Title: _____

Mechanic: _____

Example: (Clash Royale), (The endless trophy road and the urge to open new chests)

Step 2: My Post-Gaming Feelings:

"How do I typically feel right after a long session of this game? Check one or more, or write your own."

- ☐ Victorious and powerful
 - ☐ Excited and energized
 - ☐ Frustrated and defeated
 - ☐ Drained and exhausted
 - ☐ A bit empty and meaningless
-

Step 3: My Perception of Time:

"In my last gaming session, how long did I play beyond my initial plan?"

- ☐ Not at all, I stuck to my plan.
- ☐ 15-30 minutes longer
- ☐ Up to 1 hour longer
- ☐ Way longer (I completely lost track of time)

Step 4: My Plan for a Healthier Relationship:

"What is one rule I can set for myself to have a healthier relationship with this game?"

- ☐ Time Limit: I will play for a maximum of _____ minutes/hours per day.
- ☐ Stop Rule: I will not immediately start a new match/game after I lose/finish one.
- ☐ Mute Notifications: I will turn off push notifications for this game on my phone.
- ☐ Play as a Reward: I will only play after I finish my homework/chores.

Signature & Date: _____

APPENDIX III - BRAIN REWARD LOOP VISUAL MAP

This is a simple cycle diagram that can be drawn on the board or prepared as a poster.

Title: **PLAY GAME → GET DOPAMINE → REPEAT**

PLAY GAME > GET DOPAMINE > REPEAT

The Loop

(edit each label below and translate as needed)

1. TRIGGER

e.g. a notification, boredom, or free time



2. ACTION

e.g. opening the app and playing



3. REWARD

e.g. points, loot, or a small win



4. VARIABLE REWARD

e.g. an unpredictable bonus that keeps you hooked

↻ **REPEAT** ↻

Game designers intentionally build games to make you go through this loop as fast and as often as possible.

Steps (should be shown with arrows):

1. TRIGGER: A notification pops up / You feel bored / You think "Just one quick game."
2. ACTION: You open the game and complete a task (level up, open a box, do a raid).
3. REWARD: Dopamine is released! This makes you feel happy, excited, and powerful.
4. ANTICIPATION: Your brain wants to feel that again. "I wonder what the next reward will be?" "What if I win again?"
5. REPEAT: You start looking for the next trigger (notification, moment of boredom) to restart the cycle.

Caption: "Game designers intentionally build games to make you go through this loop as fast and as often as possible."

Lesson Plan 5

Title	Reset and Reconnect: Your 7-Day Digital Detox Mission
Age Group	16 – 18 years old
Time Frame	50 minutes
Learning Objective	Students will understand the effects of constant screen exposure on the brain and body, then design and commit to a 7-day digital detox challenge supported by peer accountability.
Learning Outcomes	• Recognize the physical and mental effects of excessive screen time. • Reflect on their own screen usage habits. • Design a realistic and personalized digital detox plan. • Build peer support strategies for digital well-being.
Tools/Materials Needed	• Personal Screen Time Log (from previous days, optional) • Digital Detox Plan Template • “Detox Buddy Contract” template • Markers and sticky notes • Posters with screen time facts and brain impact visuals • Video: What Happens to Your Brain When You Take a Break from Screens? • Evaluation Sheets
Detailed Instructions	Setting the Stage (5 minutes) Prompt: “How many hours a day do you spend on screens outside of schoolwork?” Students respond silently on paper or a digital poll. Show quick statistics: “The average teen spends over 7 hours daily on screens.” → Purpose: Raise awareness of unconscious habits. Exploration (10 minutes) Watch Video: Play the video: What Happens to Your Brain When You Take a Break from Screens? Discussion Questions: What surprised you in the video? How does constant screen time affect sleep, focus, or emotions?

	→ Purpose: Build knowledge on neurological and psychological impacts.
Detailed Instructions	Main Activity (25 minutes) 1. Brainstorm Triggers (5 minutes): Ask: “When do you reach for your phone or device the most?” Students write on sticky notes: “I use screens when I feel _____.” Create a “Trigger Wall.” 2. Detox Plan Design (15 minutes): Each student receives a <i>Digital Detox Plan Template</i>. They fill out: 3 habits to reduce screen time 3 substitute activities (e.g., walk, journal, call a friend) A daily screen-free goal (in minutes or hours) Motivation Quote or Personal Intention 3. Detox Buddy Contract (5 minutes): Students pair up to become “Detox Buddies.” They sign a short mutual support contract: “I will check in with my buddy every 2 days to share progress and encourage.” → Purpose: Strengthen commitment through social accountability. Sharing (5 minutes) Gallery Walk: Students post or share one part of their detox plan. For example: “My screen-free activity will be ____.” Quick silent viewing to see creative ideas. Reflection (5 minutes) Prompt Questions (journaling or sharing): What do I hope to feel after 7 days of digital detox? What might be my biggest challenge? How will I celebrate my success?

Link to DigRight App	Discusses the impact of the DigRight app in raising awareness about gaming addiction.
Inclusion/Adaptation Tips	• Offer alternative goals for students with necessary screen use (e.g., health tracking, language apps). • For neurodivergent students, support sensory-safe offline activities. • Allow private sharing if public posting is uncomfortable.
Assessment, Evaluation & Reflection	Formative: Teacher circulates during plan creation and buddy pairing. Self-Assessment: Students review their own plan and commitment level. Peer Assessment: Buddy feedback after 7-day check-in.

Observation Tools (checklists, rubrics)

Rubric: Personal Wellness and Responsibility

Criteria	4 (Excellent)	2 (Needs Improvement)
Awareness of Screen Habits	Clearly identifies key triggers and patterns	Minimal or vague self-awareness
Detox Plan Design	Creative, realistic, and specific goals	General or unrealistic goals
Peer Accountability	Engaged fully in buddy system	Did not engage or forgot check-ins

Reflection Prompts for Students	• What helped me stay away from screens this week? • What did I learn about myself when I was offline? • What change do I want to keep even after the challenge?
Peer/Self-Assessment Templates	Reflection Wheel (Rate 1–5):  I became aware of my screen habits: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5  My goal was realistic: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5  I used healthy alternatives when triggers appeared: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5  I received or gave support: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Short Answer: “This week, one thing I’m proud of about myself is: _____” “One habit I want to keep going is: _____”
Teacher Notes	Keep a hopeful and playful tone throughout the process. Emphasize flexibility, a detox doesn't mean zero screen time, but rather mindful and intentional use. Encourage students to optionally take photos or journal during the 7 days to document their experience for the final reflection. Crucial Next Step: To transition from plan creation to actual behavioral impact, hosting the “7-Day Follow-Up & Reflection Circle” is essential. Plan this mandatory session (or a digital equivalent) for the following week to celebrate efforts, troubleshoot challenges, and solidify learning. This is where the real change is measured and nurtured.

APPENDIX I - DIGITAL DETOX PLAN TEMPLATE

My 7-Day Digital Detox Journey

Name: _____

Date: _____

1. My Screen Time Triggers

(Check all that apply, or edit to add your own)

- ☐ When I feel bored.
- ☐ When I feel anxious or stressed.
- ☐ When I feel awkward or nervous in social situations.
- ☐ When I'm procrastinating.
- ☐ When I feel lonely or left out.
- ☐ While eating meals, out of habit.
- ☐ Right before bed.

2. 3 Screen Habits I Want to Reduce

Habit: _____

(e.g. Mindlessly scrolling Instagram after midnight)

Location: _____ Time: _____

Habit: _____

(e.g. Checking email compulsively)

Location: _____ Time: _____

Habit: _____

(e.g. Binge-watching videos)

Location: _____ Time: _____

3. 3 Healthy Substitute Activities

When I feel _____, I will instead: _____

When I feel _____, I will instead: _____

When I feel _____, I will instead: _____

4. My Daily Screen-Free Goal

Duration: _____

I will spend this time:

☐☐

5. My Personal Intention

I want to do this detox because:

My mantra:

Signature: _____

APPENDIX II - DETOX BUDDY CONTRACT

Title: Our Support System

We, the undersigned, _____ (Detox Buddy 1) and _____ (Detox Buddy 2), agree to be supporters for each other on our 7-day digital detox journey.

We Promise To:

1. Check In Regularly: We will check in with each other at least twice during the challenge (e.g., on Day 3 and Day 6) without judgment or criticism. (Via WhatsApp, in person at school, a short phone call, etc.)
2. Listen: We will share our struggles with each other and will listen actively.
3. Encourage: We will celebrate even the small successes and motivate each other with supportive words.
4. Suggest Alternatives: When the urge to use a screen arises, we will remind each other of the alternative activities from our plans.
5. Be Flexible: We understand that sometimes plans might not work out. What matters is not giving up and showing each other compassion.

Our Check-in Days:

- 1st Check-in: _____ (Date)
- 2nd Check-in: _____ (Date)

The best way to reach each other (preferably off-screen!):

- _____ (e.g., Meeting at break time in school, talking for a minute in the morning)

Detox Buddy 1 Signature: _____

Detox Buddy 2 Signature: _____

Date: _____

The 7-Day Follow-Up & Reflection Circle (50 minutes)

Purpose: To move beyond plan creation by structurally evaluating the detox experience, celebrating successes, problem-solving challenges, and translating insights into sustainable habits.

Timing: Held in the same class period one week after the detox challenge begins.

Activity Flow:

- Individual Reflection (10 mins): Students quietly complete the Reflection Wheel and Short Answer questions from the 10.4 Peer/Self-Assessment Form.
- Buddy/Group Share (15 mins): Students meet with their original Detox Buddy or small groups to discuss their week using guided prompts (e.g., "My biggest success," "My toughest challenge," "What I learned about myself").
- Whole-Class Brainstorm (20 mins): The teacher leads a discussion, charting key takeaways on the board in two columns: "Our Wins" and "Challenges & Solutions."
- Personal Commitment (5 mins): Students write down one sustainable habit they want to maintain from their experience.

Disclaimer

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Information

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

Project N°	2024-1-PL01-KA220-SCH-000251896
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Consortium



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