

Smartphone Dependency

Lesson Plan 1

Title	“Smartphone or Smart Trap?” Exploring Tech Dependency
Age Group	12-18 years old
Time Frame	45 minutes
Learning Objective	To help students understand the negative effects of excessive smartphone use and reflect on their own digital habits.
Learning Outcomes	1. Identify at least three negative effects of smartphone dependency 2. Reflect on their own smartphone usage patterns 3. Propose one personal strategy to manage screen time effectively
Tools/Materials Needed	• Whiteboard or flipchart • Markers • Printed worksheet (self-assessment + reflection prompts) • Projector (optional, for slides or video clip) • Timer or stopwatch • Pens/pencils
Detailed Instructions	Introduction (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. Warm-up Discussion (5 mins) • Ask: “What’s the first thing you do after waking up?”

	- Brief group discussion: “How much time do you think you spend on your phone each day?” Mini Input: Facts & Effects (7 mins) - Present 3–5 key negative effects (attention span, sleep, social isolation) using a brief slide or talk. - Optional: Show a 2-minute video about screen time impact (e.g., <i>Common Sense Media</i>).
Detailed Instructions	Self-Assessment Activity (10 mins) - Distribute a short questionnaire asking students to reflect on their smartphone habits. - Questions may include: - How often do you check your phone in an hour? - Do you use your phone before sleeping? - Do you feel anxious when your phone is not with you? Small Group Reflection (10 mins) - In groups of 3–4, students share and discuss their answers. - Ask them to identify 1 common negative effect they all experience. Strategy Brainstorm (8 mins) - Each group proposes 1 realistic strategy to reduce or manage screen time (e.g., “No phones at dinner,” “App timers”). - Write suggestions on the board and briefly discuss. Wrap-Up & Personal Pledge (5 mins) - Each student completes a “My Screen Goal” slip writing one change they will try this week. - Optional: Hang pledges on a classroom board.
Link to DigRight App	This lesson is designed to help teenagers critically define all the negative aspects of smartphone dependency in relation to the main features of tech dependency
Inclusion/Adaptation Tips	- Allow verbal responses or drawings instead of writing for students with literacy or language difficulties. - Use simple language for students with learning disabilities. - Pair students for peer support during reflection and group activities. - Provide digital or enlarged copies of worksheets for visually impaired students.

Assessment, Evaluation & Reflection

a) Formative Assessment

This occurs during the lesson to gauge student understanding in real time.

- Adjust teaching, guide discussions, and support engagement.
- Examples:
 - Teacher observes student discussions for key understanding.
 - Quick review of group brainstorm strategies for insight into learning.

b) Self-Assessment

Students evaluate their own behaviours and learning.

- Helps develop self-awareness and responsibility over phone use.
- Example: a personal screen use questionnaire or a “*My screen goal*” reflection.

c) Peer Assessment

Students reflect on or give feedback to each other during group sharing activities.

- Encourages collaborative learning and social-emotional skills.
- Example: group reflection where peers share common experiences and support strategy creation.

Observation Tools (checklists, rubrics)

Observation Checklist *(for teacher use)*

Use while students are working in groups or pairs:

Criteria	Observed (✓)	Notes
Participates in discussion		
Shares personal insights		
Demonstrates understanding		<i>(e.g., mentions specific effects)</i>
Engages in strategy brainstorming		

b) Simple Rubric Example (Optional)

Criteria	Emerging	Developing	Proficient
Identifies phone overuse	☐	☐	☐
Reflects on impact	☐	☐	☐
Proposes solution	☐	☐	☐

Reflection Prompts for Students

Give these verbally or in writing at the end of the lesson:

- What surprised you most about your phone habits?
- How does your phone use affect your focus or sleep?
- What's one change you feel ready to make? Why?
- What's the hardest part of reducing screen time for you?

Peer/Self-Assessment Templates

a) Self-Assessment Checklist

Let students tick what applies:

- I check my phone more than 10 times an hour
- I use my phone right before sleep
- I get distracted by my phone during homework
- I feel anxious when I can't check my phone
- I want to reduce my screen time
- One thing I will try to change: _____

b) Open-Ended Peer Reflection Prompts

For pairs or small groups:

- What's one phone habit we have in common?
- How do we think that habit affects us?
- What can we both try this week to improve our digital habits?

Teacher Notes

Observe:

- Are students honest and thoughtful in their self-assessments?
- Do they engage respectfully in peer discussions?
- Can they articulate a realistic goal or strategy for behaviours change?

Anticipate:

- Denial or defensiveness: Some students may downplay their phone use.
- Overwhelm: others might feel ashamed or unsure where to start.

- Encourage a non-judgmental, supportive tone throughout the activity.

Struggling with phone use is normal. We're exploring strategies, not aiming for perfection." This reduces feelings of guilt or shame and empowers students to engage openly.

Lesson Plan 2

Title	“Disconnected While Connected?” Exploring Tech and Emotions
Age Group	12-18 years old
Time Frame	45 minutes
Learning Objective	To help students explore the emotional and relational impacts of excessive smartphone use and develop healthier communication habits.
Learning Outcomes	1. Recognize how smartphone use can affect emotions and relationships 2. Reflect on their own emotional responses to digital interactions 3. Propose one strategy for improving in-person communication and emotional balance
Tools/Materials Needed	• Emotion & tech scenario cards (<i>provided by teacher</i>) ▪ Alternatively let groups design their own scenario cards or co-create a class “healthy communication code” to strengthen constructivist ownership • Paper or journals for reflection • Whiteboard or flipchart • Markers • Optional: printed “Tech & feelings” worksheet (<i>matching emotions with tech situations</i>)
Detailed Instructions	Intro warm-up (5 mins) • Ask: “Have you ever felt worse after using your phone?” • Brief brainstorm on how phones can make us feel both good and bad. Scenario Card activity (15 mins) • Divide students into small groups (3–4) • Give each group 2–3 scenario cards (e.g., “<i>Didn’t get enough likes on a post</i>”, “<i>Argument via text</i>”, “<i>Saw friends hanging out without you on social media</i>”) • Groups discuss: ○ How would this make someone feel? ○ Would the reaction be different in person? ○ What could help in this situation? • Groups report back briefly

Detailed Instructions	Reflection & discussion (10 mins) - Students individually write responses to 2 prompts: - Describe a time when your phone use affected your emotions - How did it affect your relationships with others? - Which strategy from your peers seems most realistic, and why? - Invite volunteers to share, if comfortable. Whole-class brainstorm: positive alternatives (10 mins) - As a class, list healthy communication strategies and ways to handle emotional stress without turning to the phone (e.g., <i>face-to-face talk, journaling, taking a walk, screen breaks</i>) - Write these on the board. Closing challenge (5 mins) - Each student writes one “<u>Connection Challenge</u>” on a card: - Example: “<i>Talk to a friend in person instead of texting this week</i>” - In a short follow-up session students will report back their challenges - Optional: create a class “Connection Wall” where students can pin their pledges.
Link To Digright App	This lesson is designed to help teenagers critically examine how smartphone use affects their emotional well-being and relationships.
Inclusion/Adaptation Tips	- Offer verbal options for students who are uncomfortable with writing or reading - Let students choose to work alone or in pairs for scenario reflection - Use simplified language or visuals for ESL or learning support students - Allow anonymous submission of reflections for privacy.
Assessment, Evaluation & Reflection	a) Formative Assessment Assesses students during the lesson through observation and participation: - Are students engaged in group discussions? - Do they understand and express emotional reactions to scenarios? - Are they connecting tech use to real-life experiences? Purpose: to guide facilitation and adjust pace or support as needed. b) Self-Assessment Students reflect on their own emotional experiences with smartphone use:

- Used during the individual reflection and “Connection Challenge”
- Encourages ownership and emotional awareness.

Purpose: builds metacognition and personal responsibility.

c) Peer Assessment

Informal, through group scenario card discussion:

- Students assess and build on each other's responses by discussing tech-related situations and suggesting coping strategies
- Encourages empathy, shared insight, and collaborative problem-solving.

Purpose: develops communication and social-emotional skills.

Observation Tools (checklists, rubrics)

Observation Checklist (for teacher use)

Behaviour/Skill	Observed (✓)	Notes
Participates in group discussion		
Expresses emotional reactions clearly		
Shows empathy or listens to peers		
Makes connection between tech & emotions		
Suggests a realistic coping strategy		

Simple Rubric example

Criteria	Emerging	Developing	Proficient
Identifies emotional effects	<i>Vague or off topic</i>	<i>Identifies 1 effect</i>	<i>Explains multiple effects clearly</i>
Personal insight	<i>None or unclear</i>	<i>Some effort shown</i>	<i>Honest, thoughtful, and specific</i>
Strategy proposed	<i>Unrelated or unrealistic</i>	<i>Basic or general</i>	<i>Realistic and relevant</i>

Reflection Prompts for Students	Use these as part of the written reflection or in verbal discussion: • Have you ever felt excluded, anxious, or overwhelmed because of something online? • Do you feel your phone helps or harms your relationships? In what ways? • How would you handle a difficult emotion without using your phone? • What does a “<i>healthy</i>” phone use day look like for you?
Peer/Self-Assessment Templates	Self-Assessment Checklist Use after reflection or scenario card activity: • I can name one way my phone use affects how I feel • I can describe a time my phone impacted a relationship • I listened to my peers and shared respectfully • I created a realistic plan to improve communication • I want to try my “Connection Challenge” this week • One thing I’ve learned about myself today: _____ Open-Ended Peer Reflection Prompts • In our group, one thing I learned from my peers is... • We agreed that a common emotional effect of tech use is... • We all think a healthy way to stay connected offline is...
Teacher Notes	<i>Observe:</i> • Are students engaged and empathetic during scenario discussions? • Do students relate personally but respect boundaries? • Are strategies realistic or just generic answers? <i>Anticipate:</i> • Sensitive topics may surface (e.g., exclusion, online bullying, social anxiety). • Some students may struggle to articulate feelings — support them with emotional vocabulary or sentence starters. • Encourage openness but respect privacy: remind students they can share only what they feel comfortable with.

APPENDIX I - SCENARIO CARDS

SCENARIO CARDS

Instructions for Teachers:

- Print, cut, and distribute 2–3 cards per group
- Students read the scenario and answer discussion questions
- Choose a mix of common, emotional, or ambiguous situations.

◆ Scenario 1

You post a story and check every few minutes to see who's seen it. You feel disappointed when only a few people react.

Discussion questions:

- *How might this situation affect your emotions?*
- *Would this affect you in real life the same way?*
- *How could someone handle this differently?*

◆ Scenario 2

You're with friends, but everyone is looking at their phones. You feel awkward and ignored.

Discussion questions:

- *How does this affect your relationships?*
- *What could improve this moment?*
- *Have you experienced something similar?*

◆ Scenario 3

You saw a photo of classmates hanging out without you. You weren't invited.

Discussion questions:

- *What emotions might this trigger?*
- *Would you feel differently if you hadn't seen the photo?*
- *How can you respond in a healthy way?*

◆ Scenario 4

You get into a disagreement over text. It escalates quickly because you can't read each other's tone.

Discussion questions:

- *Why are digital arguments harder to manage?*
- *How could this have gone differently in person?*
- *What would help resolve the conflict?*

◆ Scenario 5

You're feeling sad or anxious, so you scroll social media for hours to distract yourself.

Discussion questions:

- *Does this actually help your emotions?*
- *What's a healthier way to cope?*
- *How could you recognize when to stop?*

◆ Scenario 6

You compare yourself to people online who always seem happier, more attractive, or more successful.

Discussion questions:

- *How can this impact your self-esteem?*
- *Why is social media not always real?*
- *What can you do to protect your mental health?*

APPENDIX II - SAMPLE WORKSHEET – “TECH & FEELINGS REFLECTION SHEET”

This worksheet helps students process the scenario discussions individually.



1. What scenario did your group talk about the most?



2. What emotions were involved in that situation?

(Tick all that apply or add more)

- ☐ Sadness
- ☐ Anxiety
- ☐ Jealousy
- ☐ Frustration
- ☐ Loneliness
- ☐ Embarrassment
- ☐ Anger

Other: _____

3. Why do you think that situation happens more often online than in person?



4. What would be a healthier or more positive way to deal with it?



5. What will YOU do differently when facing a similar situation?



Signature *(optional)*: _____

Date: _____





Lesson Plan 3

Title	“Where Did My Time Go?” Phones and productivity
Age Group	12-18 years old
Time Frame	45 minutes
Learning Objective	To help students recognize how smartphone use affects their time, routines, and productivity, and to develop personal strategies to regain control.
Learning Outcomes	1. Track and evaluate their smartphone time usage 2. Identify personal time-wasting habits caused by phones 3. Create a simple action plan to improve focus and time management
Tools/Materials Needed	• Printed “Daily Phone Use Log” worksheet • Timer or stopwatch • Whiteboard or flipchart • Markers or pens • Optional: digital screen-time report from students’ devices (<i>with consent</i>)
Detailed Instructions	Intro discussion (5 mins) • Ask students: “<i>How many hours do you think you spend on your phone each day?</i>” • Show rough average statistics (e.g., teens spend 5-7 hours/day on screens outside school). • Silent Activity – Phone use reflection (10 mins) • Hand out the Daily Phone Use Log worksheet: ○ Apps used most often ○ Time spent ○ What was avoided or postponed during use (e.g., homework, sleep, exercise) • Students fill it in independently and honestly. Eventually using a <i>screen-time app check</i> will allow students to compare perceptions with actual data.



Detailed Instructions	Small Group Discussion (10 mins) • In groups of 3–4, students discuss: ○ Surprises from their own usage ○ How phone time affects their productivity or focus ○ When phone use feels helpful vs. harmful Mini-Lesson – The “Focus Thief” (5 mins) • Teacher introduces the idea of micro-distractions and task-switching costs from frequent phone use. • Short example: “A 5-minute text check can break your concentration for 20 minutes” Action Plan – “My Focus Fix” (10 mins) • Each student writes 2–3 small, specific changes to manage their phone better: ○ e.g., “Use Do Not Disturb during study time” - “No TikTok before bed” - “Charge phone outside room at night” • Students should also exchange strategies with peers or co-design a “Focus Fix Tips Wall (<i>this builds peer ownership and accountability</i>) Class Wrap-Up (5 mins) • Invite 2–3 volunteers to share one change they plan to make • Encourage others to commit silently to at least one strategy this week. Follow-up reflexion (<i>individual</i>) • Each student should then ask her/him-self “Which strategy worked best after a week?”
Link to DigRight App	This lesson is designed to help teenagers critically evaluate time management and productivity in relation to smartphone use.

Inclusion/Adaptation Tips

- Allow verbal reflections or partner work for students who struggle with writing.
- Provide simplified worksheet version or assistive tools for students with cognitive or language challenges.
- Be sensitive to students who may not have a phone—focus on general screen time in that case.

Assessment, Evaluation & Reflection

Formative Assessment

Observe student participation in discussion and activity completion.

- Are students engaged in group discussions?
- Are they connecting tech use to real-life experiences?

Self-Assessment

Through the Phone Use Log and personal Action Plan

Peer Assessment

Informal sharing and group reflections:

- Students assess and build on each other's responses by discussing tech-related situations and suggesting coping strategies
- Encourages empathy, shared insight, and collaborative problem-solving.

Observation Tools (checklists, rubrics)

Observation Checklist (for teacher use)

Behaviour/Skill	Observed (✓)	Notes
Reflects honestly on phone usage		
Identifies personal distractions		
Participates in group discussion		
Proposes realistic strategies		

Simple Rubric (for Action Plan)

Criteria	Emerging	Developing	Proficient
Self-awareness	<i>Minimal insight</i>	<i>General ideas</i>	<i>Clear, personal examples</i>
Strategy quality	<i>Vague or unrealistic</i>	<i>Basic strategies</i>	<i>Specific and practical solutions</i>
Ownership	<i>Passive tone</i>	<i>Moderate effort</i>	<i>Active commitment and intention</i>

Reflection Prompts for Students	• When does your phone use become a distraction? • What are you giving up when you spend too much time on your phone? • How can small changes make a big difference in your focus or routine? • What's one time-management goal you can start today?
Peer/Self-Assessment Templates	Self-Assessment Checklist • I was surprised by how much I use my phone • I identified times when I could be more productive • I shared at least one idea in my group • I wrote 2+ specific strategies in my Focus Fix plan • I am ready to try one change this week
Teacher Notes	<i>Observe:</i> • Are students being honest in self-reflection? • Are strategies realistic and personalized? • Do students engage constructively in discussion? <i>Anticipate:</i> • Some may underestimate their phone usage or feel embarrassed. • Others might feel defensive or dismissive-reframe the topic around balance and empowerment, not blame.

APPENDIX I - WORKSHEET 1: PHONE USE LOG

Where Did My Time Go?

Instructions: Reflect honestly on how you use your phone during a typical day. This is for you — no one will judge your answers.

1. Most-Used Apps (Top 3)

(Use screen-time settings if available, or estimate)

App Name	Approx. time today	Purpose (e.g., fun, school, chat)

2. What did I postpone or skip while on my phone today?

(e.g., homework, sleep, conversations, chores)



3. When do I use my phone the most?

(Tick all that apply or add more)

- ☐ Right after school
- ☐ Before bed
- ☐ During meals
- ☐ While doing homework
- ☐ First thing in the morning
- ☐ When I feel bored or anxious

Other: _____

4. How do I usually feel after long phone sessions?

- ☐ Energized
- ☐ Tired
- ☐ Anxious
- ☐ Numb
- ☐ Guilty
- ☐ Relaxed
- ☐ I don't really notice

Other feelings: _____

APPENDIX II - WORKSHEET 2: FOCUS FIX PLAN

My Focus fix plan — Regaining time and attention

Instructions: Use this sheet to design small, realistic changes you want to try this week.

1. My Top distractions: *What interrupts your focus the most?*

- 1.
- 2.
- 3.

2. My distraction triggers: *What usually leads you to pick up your phone?*

(Tick or list your own)

- ☐ Boredom
- ☐ Notifications
- ☐ Feeling stuck on homework
- ☐ Wanting to avoid something
- ☐ Habit — I don't even think about it

Other: _____

3. One area I want to improve: *e.g., studying, sleeping, conversations, daily routine*



4. Three things I will try this week: *Keep it simple and specific*

- I will: _____
- I will: _____
- I will: _____

5. Why it matters to me: *My motivation for changing*



6. My support system: *Who or what will help me stick with it?*

- ☐ A friend
- ☐ A reminder note
- ☐ Turning off notifications
- ☐ Screen-time app

Other: _____

7. Progress check-in day:

- I'll check in with myself on: _____
- I'll ask: _____

- Did I follow my plan?
- How did it feel?
- What needs adjusting?

Lesson Plan 4

Title	"Back in control" – Designing healthy digital habits
Age Group	12-18 years old
Time Frame	45 minutes
Learning Objective	To empower students to create a personalized plan for balanced smartphone use that supports their well-being, productivity, and relationships.
Learning Outcomes	1. Reflect on what digital balance means to them 2. Identify personal triggers and unhealthy digital habits 3. Design a realistic and sustainable Digital wellness plan
Tools/Materials Needed	• "Digital wellness plan" template (one per student) • Whiteboard or flipchart • Pens, pencils, markers • Post-it notes (optional) • Music/speaker for optional reflective segment
Detailed Instructions	Opening prompt – "What does balance look like?" (5 mins) • Ask: "Imagine a day where you use your phone just the right amount. What does that day look like?" • Students reflect silently or write 2–3 ideas. • Collect thoughts on the board: "<i>Signs of a Balanced Digital Life</i>" (e.g., more sleep, focused study, real conversations, time outdoors). Guided reflection – "My Triggers & Habits" (10 mins) • Have students write short answers to: ○ When do I reach for my phone most? ○ What emotions trigger my scrolling (boredom, stress, loneliness)? ○ Which habits do I want to change? • Optional: Play calming background music for quiet focus. Design your "Digital wellness plan" (20 mins) • Distribute the digital wellness plan worksheet, which includes: ○ My screen-time triggers ○ 3 things I want to change

	○ My phone-free zones or times ○ Healthy alternatives (what to do instead) ○ My motivation statement Students design and personalize their plan—use colour, stickers, or drawings if available.
Detailed Instructions	Design your “Digital wellness plan” (20 mins) ● Distribute the digital wellness plan worksheet, which includes: ○ My screen-time triggers ○ 3 things I want to change ○ My phone-free zones or times ○ Healthy alternatives (what to do instead) ○ My motivation statement ● Students design and personalize their plan—use colour, stickers, or drawings if available. Partner share or gallery walk (5 mins) ● Students can either: ○ Pair up and share one part of their plan ○ OR, display plans on desks and do a silent gallery walk, leaving positive post-it notes for each other Class wrap-up – “One word commitment” (5 mins) ● Ask: “What’s one word that sums up your goal this week?” ● Students write it on the board or share aloud (e.g., focus, calm, sleep, freedom). Structured follow-up ● Students should assess the effectiveness of their wellness plan after trying it (<i>this could close the loop and promote metacognitive skills</i>)
Link to DigRight App	This lesson is designed to help teenagers reclaim balance and design a healthier digital lifestyle.
Inclusion/Adaptation Tips	● Offer templates with visual prompts or simplified text ● Allow verbal responses or drawings instead of writing ● Use peer or adult support for students needing help completing their plan ● Provide translation or bilingual support where needed.
Assessment, Evaluation & Reflection	Formative assessment Observe engagement, depth of reflection, and creativity during the planning task.

Self-assessment

Reflected in the written plan and student's motivation statement.

Peer assessment

Positive feedback during partner share or gallery walk.

Observation Tools (checklists, rubrics)

Observation checklist (for teacher use)

Behaviour/Skill	Observed (✓)	Notes
Identifies personal screen-time patterns		
Sets realistic goals		
Participates in discussion/sharing		
Demonstrates engagement in activity		

Simple rubric (for Action Plan)

Criteria	Emerging	Developing	Proficient
Self-awareness	<i>Vague or unclear</i>	<i>General patterns</i>	<i>Specific, personal insights</i>
Goal-setting	<i>Unrealistic or generic</i>	<i>Some thought</i>	<i>Clear, meaningful, achievable</i>
Plan completeness	<i>Incomplete</i>	<i>Mostly filled</i>	<i>Fully developed with creative detail</i>

Reflection Prompts for Students

- What motivates you to build better digital habits?
- Which part of your plan will be the hardest? Why?
- How will your daily life improve if you follow this plan?
- What support do you need to stick to your changes?

Peer/Self-Assessment Templates	<i>Self-assessment checklist</i> • I identified what triggers my screen use • I listed at least 3 personal changes • I created a plan that feels realistic for me • I feel more in control of my habits • I want to try this plan starting today!
Teacher Notes	<i>Observe:</i> • Are students showing authentic reflection? • Are they connecting personal insight with meaningful change? • Are they supportive of peers' goals? <i>Anticipate:</i> • Some students may feel overwhelmed or sceptical about change. • Reassure them that small steps matter-this is about progress, not perfection. • Provide follow-up encouragement in future classes or reflections.

APPENDIX I - DIGITAL WELLNESS PLAN

My Digital Wellness Plan

1. My screen-time triggers - What usually makes me reach for my phone?

(Tick all that apply or add your own)

- ☐ When I'm bored
- ☐ When I feel stressed or anxious
- ☐ When I want to avoid something (e.g., homework)
- ☐ When I feel lonely
- ☐ Just out of habit

Other: _____

2. Habits I want to change - List up to three phone habits you want to reduce or replace:

- 1.
- 2.
- 3.

3. My phone-free zones or times - When or where will I take regular breaks from my phone?

(Examples: during meals, before bed, in class, while studying)

- _____
- _____

4. Healthy alternatives - Instead of picking up my phone, I could...

(Choose or write your own)

- ☐ Go outside
- ☐ Listen to music
- ☐ Read a book
- ☐ Talk to someone
- ☐ Exercise or stretch
- ☐ Do something creative (drawing, writing, etc.)

Other: _____

5. My motivation statement - Why do I want to change my digital habits? What will I gain?



6. My one-week goal - One small action I will try this week to stay balanced:



7. Check-in reminder - When will I reflect on how it's going?

- ☐ After 2 days

- ☐ After 5 days
- ☐ End of the week

Other: _____

Signature (*optional*): _____

Date: _____

Lesson Plan 5

Title	"My digital reset" – Making smart tech choices
Age Group	12-18 years old
Time Frame	45 minutes
Learning Objective	To help students reflect on their digital behaviours and create a personal commitment to healthier smartphone use through a group-based reflective challenge.
Learning Outcomes	1. Identify one key change they want to make in their smartphone use 2. Collaborate in small groups to explore strategies and challenges 3. Create a public or private commitment as a symbolic reset
Tools/Materials Needed	• "My Digital reset card" (template provided by teacher) • Sticky notes or index cards • Pens, markers, coloured pencils • Chart paper or a "Commitment wall" (optional) • Timer or clock for group discussions • Optional: calm background music
Detailed Instructions	Warm-Up Prompt – "If My Phone Could Talk..." (5 mins) • On the board or orally, ask: "If your phone could talk, what would it say about how you treat it - and how it treats you?" • Give students 2 minutes to jot down a silly or serious sentence (e.g., "You're using me to escape reality" or "Let's take a break sometimes"). • A few students share aloud. Group Challenge – "One Change That Matters" (10 mins) • In groups of 3-4, students discuss: ○ What's one changes each person wants to make in their smartphone use? ○ What makes that change difficult? ○ What might help them succeed? • Each group writes their "One change list" on a sticky note or mini poster to share with the class. Groups should also identify one shared challenge and one shared solution to balance individual goals with collective co-construction.

	Create your “Digital reset card” (15 mins) - Distribute the Digital reset card worksheet or index cards with these sections: - My habit to reset: - Why it matters: - What I'll do differently: - A message to my future self: Encourage students to personalize their cards with art, slogans, or emojis.
Detailed Instructions	Sharing & reflection (10 mins) - Choose one of the following options: Silent gallery walk: display cards on desks or a wall; students walk around and leave kind sticky notes or checkmarks on cards they relate to. Pair share: students read their cards to a partner. Circle share: in a whole-class circle, invite students to share only the message to their future self. Optional Closure Activity (5 mins) - Play soft music and let students place their Reset cards in a class box, on a wall, or keep them in their journal or planner as a daily reminder Follow-up - After a week students should be asked for a self-check on progresses: ‘<i>How are you doing with the goal you set last week?</i>’
Link to DigRight App	This lesson is designed consolidate learning and encourage students to take ownership of their habits.
Inclusion/Adaptation Tips	- Offer alternative formats (draw a cartoon instead of writing) - Allow verbal or paired creation of Reset Cards for students needing support - Use sentence starters or a visual version of the Reset Card - Provide models/examples for those with learning or language challenges
Assessment, Evaluation & Reflection	Formative assessment Observe participation in group discussions and sincerity of responses on <u>Reset cards</u>. Self-assessment Reflected in the quality and thoughtfulness of each student’s commitment.

Peer assessment

Shown through encouraging feedback during the gallery or sharing segment.

Observation Tools (checklists, rubrics)

Observation checklist (for teacher use)

Behaviour/Skill	Observed (✓)	Notes
Identifies realistic digital goal		
Participates in group sharing		
Completes a personalized <i>Reset card</i>		

Simple rubric (for Action Plan)

Criteria	Emerging	Developing	Proficient
Personal reflection	<i>Vague</i>	<i>Some insight</i>	<i>Clear, specific, personal</i>
Clarity of commitment	<i>Unclear</i>	<i>Partially clear</i>	<i>Specific and achievable</i>
Creativity/presentation	<i>Minimal</i>	<i>Some effort</i>	<i>Thoughtful and engaging</i>

Reflection Prompts for Students

- What is the most important digital habit I want to change?
- What kind of support or reminders will help me stay on track?
- How will I know I'm making progress in the next week?

Peer/Self-Assessment Templates

Self-assessment checklist

- I chose a goal that feels meaningful to me
- My plan is realistic and specific
- I shared my goal with someone else
- One thing I could improve about my plan



Teacher Notes*Observe:*

- Are students setting realistic and meaningful goals?
- Are they able to articulate why the goal matters to them?
- Are they supportive of each other's efforts?

Anticipate:

- Some students may be embarrassed about their phone habits - offer encouragement and emphasize *growth, not guilt*.

APPENDIX I - DIGITAL RESET CARD

DIGITAL RESET CARD

My personal commitment to healthier phone use

1. My Habit to Reset: What's one smartphone habit I want to change?

 _____

 _____

2. Why It Matters to Me: How is this habit affecting my life, and why do I want to change it?

 _____

 _____

3. What I'll Do Differently: What new action or boundary will I try instead?

 _____

 _____

4. A Message to My Future Self: A reminder, quote, or positive note to stay on track.

 _____

 _____

 *Optional: Add a sketch, emoji, or colour that reflects your commitment!*

You can revisit this card in a week or two and see how things are going.

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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