

Video Streaming & Binge-Watching

Lesson Plan 1

Title	Video Consumption: Fun or Addiction?
Age Group	12-14 years old
Time Frame	45-50 minutes
Learning Objective	Students will: • Identify their own video-viewing habits and emotional triggers. • Recognize cognitive, emotional, and social impacts of binge-watching. • Evaluate how platform design (autoplay, recommendations) influences behavior. • Develop and justify personal strategies for healthier, more intentional viewing.
Learning Outcomes	By the end of the lesson, students will be able to: • Identify personal patterns and triggers of binge-watching. • Explain at least one algorithmic feature that reinforces viewing habits. • Propose and justify at least two realistic strategies for balanced media use. • Contribute to a shared class chart of “Healthy Viewing Strategies.”.
Tools/Materials Needed	• Projector/smartboard • Short video: “<i>Why Do We Binge-Watch?</i>” (2 minutes) • Brainstorming paper or digital pad • Exit ticket template (“3–2–1”) • Updated observation checklist and rubric
Detailed Instructions	Setting the Stage (5 minutes)



	Ask: “When was the last time you lost track of time while watching videos?” Play the short video “Why Do We Binge-Watch?”. Quick discussion: “What makes it hard to stop?” Co-define lesson goals: Students and teacher together write 2–3 learning goals (e.g., “understand triggers,” “learn how to manage viewing time”).
Detailed Instructions	Exploration / Inquiry (10 minutes) Focus: <i>Understanding causes and impacts</i> Students work in pairs to discuss and record answers to: • Why do people binge-watch? (e.g., boredom, stress, loneliness) • What effects can it have on sleep, mood, focus, and social life? • How do platforms encourage us to keep watching (autoplay, “next episode” cues)? Groups share 2 insights each to create a visible “Cause–Impact Wall” on the board. Main Task / Creation (20 minutes) Focus: <i>Designing solutions</i> • Each group designs 3 healthy viewing strategies, linking them to causes/impacts they identified. • Example prompt: ○ “If stress is your trigger, what alternative activity could you plan?” ○ “If autoplay makes you stay longer, how could you disable or resist it?” • Students prepare a mini-poster or short role-play illustrating one key strategy. • Differentiation: Students can express ideas through text, drawings, or short skits. Sharing & Peer Feedback (8 minutes) Each group presents in 1 minute. Peers use the “Praise – Suggest – Wonder” format, plus: • “Which strategies seem most effective and why?” Teacher prompt: “What similarities do you notice between groups’ ideas?”



	After feedback, groups make 1 quick revision → cycle of improvement. Reflection & Closure (5-10 minutes) Students complete a “3–2–1 Exit Ticket”: • 3 things I learned • 2 ideas from peers I liked • 1 habit I want to change Class co-creates a digital or paper chart titled “Healthy Viewing Strategies” from all group results.				
Link to DigRight App	Students can explore binge-watching scenarios in the DigRight app to analyze their own behaviors and explore alternatives.				
Inclusion/Adaptation Tips	• Students who rarely watch streaming content can instead analyze short-form video (YouTube, TikTok) or social media scrolling. • Provide simplified language cards or visual icons for triggers/effects. • Assign rotating group roles (speaker, writer, timekeeper, empathy checker).				
Assessment, Evaluation & Reflection	The teacher observes during group tasks and presentations, evaluating idea development and problem-solving skills. The 3-2-1 exit tickets provide insight into individual understanding and self-awareness.				
Observation Tools (checklist, rubrics)					
Observation Checklist for Teacher					
Student Name	Actively participate s in discussion	Can define "informatio n overload"	Can define "doomscrolling "	Identifies personal consequences of digital overuse	Proposes 2+ strategies

How to Use It:

- Use during:
 - Whole-class discussions
 - Peer-sharing moments
 - Strategy creation work time
- Mark evidence of understanding or engagement on the fly
- Use for:
 - Formative assessment
 - Identifying students who may need more support or follow-up
 - Giving feedback in real-time or after class

Rubric

Criteria	Excellent (4 pts)	Good (3 pts)	Developing (2 pts)	Needs Support (1 pt)
Understanding of Concepts	Clearly explains binge-watching causes and platform influence (autoplay, recommendations)	Explains both concepts with minor errors	Partial understanding	Shows confusion or unrelated ideas
Personal Reflections	Gives specific and relevant personal example	Gives general example	Vague or unclear	None or off-topic

Strategy Design	3+ practical and creative strategies linked to identified causes	2–3 realistic strategies	Some unclear or generic	Few or irrelevant
Evaluation of Effectiveness	Justifies which strategies are most feasible and why	Attempts evaluation with partial reasoning	Lists without justification	No evaluation
Collaboration and Feedback	Actively engages in giving and applying peer feedback	Participates with minimal prompting	Limited contribution	Passive or non-participating

Scoring Guide:

- **18–20 points:** Excellent grasp of digital well-being concepts; well-developed personal strategy plan
- **14–17 points:** Solid understanding with room for refinement in strategy or reflection
- **10–13 points:** Partial understanding; strategies need more development or personalization
- **Below 10 points:** Needs additional support or reteaching of key concepts

Reflection Prompts for Students

1. How does platform design affect my viewing time?

✍ Write your response here:

2. What personal triggers can I manage better?

✍ Write your response here:

Check your answers:

	<table border="1"> <thead> <tr> <th>Statement</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>I contributed to the discussion</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>I listened to my groupmates</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>I offered a new solution</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>I learned something valuable</td> <td>☐</td> <td>☐</td> </tr> </tbody> </table>	Statement	Yes	No	I contributed to the discussion	☐	☐	I listened to my groupmates	☐	☐	I offered a new solution	☐	☐	I learned something valuable	☐	☐	
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Optional: What is one thing I'm proud of in my plan?  Write here:																	
Teacher Notes	Encourage emotional safety — emphasize reflection over judgment. Reinforce that algorithms are not neutral; they're designed to maximize engagement. Guide toward agency: students can change viewing habits through awareness and deliberate choices.																
Time Feasibility Summary	<table border="1"> <thead> <tr> <th>Stage</th> <th>Duration</th> <th>Key Focus</th> </tr> </thead> <tbody> <tr> <td>Setting the Stage</td> <td>5 min</td> <td>Activate prior knowledge + co-define goals</td> </tr> <tr> <td>Exploration</td> <td>10 min</td> <td rowspan="2">Causes, impacts, algorithmic influence Strategy creation, differentiation</td> </tr> <tr> <td>Main Task</td> <td>20 min</td> </tr> <tr> <td>Sharing & Feedback</td> <td>8 min</td> <td rowspan="2">Peer evaluation, improvement cycle Self-assessment, class chart</td> </tr> <tr> <td>Reflection</td> <td>5–7 min</td> </tr> </tbody> </table>	Stage	Duration	Key Focus	Setting the Stage	5 min	Activate prior knowledge + co-define goals	Exploration	10 min	Causes, impacts, algorithmic influence Strategy creation, differentiation	Main Task	20 min	Sharing & Feedback	8 min	Peer evaluation, improvement cycle Self-assessment, class chart	Reflection	5–7 min
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Lesson Plan 2

Title	Managing Time in a Digital World
Age Group	14-16 years old
Time Frame	45-50 minutes
Learning Objective	Students will analyze how video content consumption affects their time management and develop personal strategies to plan their daily lives more efficiently with a balanced use of digital media.
Learning Outcomes	By the end of the lesson, students will be able to: • Identify where and how they lose time due to video consumption. • Compare their real and ideal daily schedules and explain key differences. • Set clear, achievable improvement goals for better time balance. • Evaluate and provide constructive feedback on peers' time management goals. • Identify common class-wide patterns and propose shared strategies for time use.
Tools/Materials Needed	• Printed or digital weekly time schedule template • Sticky notes / digital sticky tools (e.g., Jamboard, Padlet) • Markers or pens • Projector or interactive whiteboard • Reflection worksheet
Detailed Instructions	Setting the Stage (5 - 10 minutes) Teacher writes on board: <i>"There are 24 hours in a day... but where do they go?"</i> Brainstorming: <i>"How many hours per day are spent watching videos or on social media?"</i> Students share short responses; teacher guides reflection toward <i>time displacement</i> and <i>balance</i>.





	Co-define learning goals: Students propose ideas → teacher finalizes 2–3 class goals (e.g., “become aware of time traps,” “plan an ideal balanced day,” “learn from others’ strategies”).
Detailed Instructions	Exploration / Inquiry (10 minutes) Pairs discuss: • Which activities get postponed or dropped when you spend time watching videos? • What moments of the day feel like “lost time”? • What challenges do you face when trying to manage screen time? A few pairs share insights aloud. Teacher lists recurring patterns on the board (e.g., “late-night viewing,” “multitasking during homework”). Main Task / Creation (20 – 25 minutes) Part 1 – Real vs. Ideal Schedule (15 min): • Students fill out two columns: ○ Real Day: how they actually spend 24 hours. ○ Ideal Day: how they would like to balance study, rest, and entertainment. • Teacher announces checkpoints: ○ “5 min for your real schedule,” ○ “10 min for your ideal schedule and two improvement goals.” Part 2 – Personal Goals (5 min): • Students write two SMART goals (specific, measurable, achievable, realistic, time-bound) on sticky notes: ○ e.g., “No videos after 10 p.m.,” “15-minute walk before watching anything.” Differentiation: • Students may draw or use digital planning tools instead of writing. • For those with writing or attention challenges, oral explanation or paired work is allowed. Sharing & Peer Feedback (8 minutes) Students post their sticky notes on the board or digital wall. Each student picks a peer’s goal and writes one constructive tip:





	• “Here’s a way to make your goal easier to follow...” Teacher prompts reflection: • “<i>What similarities do you notice in time-loss areas?</i>” • “<i>Which strategies sound most realistic and why?</i>” Groups quickly discuss emerging class-wide patterns → build shared awareness. “<i>Which strategies seem most effective and why?</i>” Teacher prompt: “<i>What similarities do you notice between groups’ ideas?</i>”
Detailed Instructions	Reflection & Closure (5-10 minutes) Students complete a short reflection sheet: 1. What did I realize about how I use my time? 2. What one change will I make starting today? 3. How can I remind myself to stay on track? Optional: Students summarize key takeaways to co-create a “Class Time Balance Tips” poster.
Link to DigRight App	The DigRight App scenarios on time management can help students review their own digital behaviors and explore alternatives.
Inclusion/Adaptation Tips	Offer both visual and oral formats for schedules (drawing, digital, verbal). Use color-coded blocks for accessibility (e.g., red = screen time, blue = school, green = rest). Group roles (planner, timekeeper, encourager) ensure participation and reduce anxiety.
Assessment, Evaluation & Reflection	The teacher observes students' engagement during the time planning and goal-setting activities. Sticky notes and reflection responses are used to gauge students’ self-awareness and readiness for behavioral change.
Observation Tools (checklist, rubrics) Observation Checklist for Teacher	



Student Name	Participates actively	Identifies time-loss areas	Creates realistic goals	Provides constructive peer tip	Reflects on own habits

How to Use It:

- Use during:
 - Whole-class discussions
 - Peer-sharing moments
 - Strategy creation work time
- Mark evidence of understanding or engagement on the fly
- Use for:
 - Formative assessment
 - Identifying students who may need more support or follow-up
 - Giving feedback in real-time or after class

Rubric

Criteria	Excellent (4 pts)	Good (3 pts)	Developing (2 pts)	Needs Support (1 pt)
Time Awareness	Clearly identifies specific moments/activities causing time loss	Identifies some clear time-loss areas	Mentions general issues without detail	Unaware or unable to identify patterns

Goal Clarity	Defines 2+ SMART goals with clear actions and timelines	Goals are relevant but lack precision or measurability	Vague or unrealistic goals	Goals missing or irrelevant
Balance & Realism	Ideal plan shows balanced time across school, rest, and leisure	Mostly balanced plan with minor imbalance	Plan lacks realistic proportions	Plan unrealistic or incomplete
Commitment & Reflection	Demonstrates strong ownership, revises goals after feedback	Shows awareness and openness to feedback	Reflects superficially, little follow-up	Resistant or disengaged
Peer Collaboration	Provides thoughtful feedback and identifies shared class patterns	Gives useful but brief feedback	Minimal participation	No contribution to peers' learning

Scoring Guide:

- **18–20 points:** Excellent grasp of digital well-being concepts; well-developed personal strategy plan
- **14–17 points:** Solid understanding with room for refinement in strategy or reflection
- **10–13 points:** Partial understanding; strategies need more development or personalization
- **Below 10 points:** Needs additional support or reteaching of key concepts

Reflection Prompts for Students

1. What new habits could make your day feel more balanced?

✍ Write your response here:

2. What time of day is your biggest 'trap'? How can you change it?

✍ Write your response here:

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Optional: What is one thing I'm proud of in my plan? <i>✎ Write here:</i>																		
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Teacher Notes	Keep time checkpoints visible to ensure the 25-minute main task runs efficiently. Emphasize progress over perfection — small behavioral shifts matter. Summarize recurring class patterns to connect individual reflection to collective meaning-making (a key social-constructivist feature).																	



Lesson Plan 3	
Title	The Link Between My Emotions and the Screen
Age Group	16-18 years old
Time Frame	45-50 minutes
Learning Objective	Students will analyze how emotions such as stress, boredom, or loneliness influence their video-watching behavior and develop emotional awareness and self-regulation strategies to support healthier digital habits.
Learning Outcomes	By the end of the lesson, students will be able to: • Identify emotions that trigger binge-watching or excessive screen use. • Explain how these emotions connect to their viewing behaviors. • Propose at least two realistic, healthy coping alternatives. • Reflect on their emotional patterns and record them in an “emotion–screen diary.” • Demonstrate empathy and constructive feedback toward peers’ emotional experiences.
Tools/Materials Needed	• Emotion cards (printed or visual icons) • Interactive whiteboard or flipchart • Reflection worksheet or notebook • Colored pencils/markers • Optional: “Emotion–Screen Diary” template (take-home)
Detailed Instructions	Setting the Stage (5 - 10 minutes) The teacher writes: “Sometimes I get lost in screens when I feel...” Quick brainstorm: “Which emotions make people want to watch something for comfort?” Students call out feelings; teacher lists on board (e.g., tired, stressed, lonely, bored).





	Co-define lesson goals: Teacher asks, “What do you want to learn today about emotions and screens?” → Class agrees on shared aims (e.g., “understand emotional triggers,” “find better coping tools”). Co-define learning goals: Students propose ideas → teacher finalizes 2–3 class goals (e.g., “become aware of time traps,” “plan an ideal balanced day,” “learn from others’ strategies”).
Detailed Instructions	Exploration / Inquiry (10 minutes) Each student receives an emotion card (e.g., anxious, relaxed, excited, lonely). In pairs, students discuss: “How might this feeling lead you to watch screens?” “How do you feel afterward?” Each pair summarizes insights in one sentence and adds it to a class emotion board. Teacher highlights patterns (e.g., “many feel they watch when bored or sad”). Main Task / Creation (20 – 25 minutes) Students complete the worksheet: “When I feel __, I tend to watch __. Instead, I could...” 1. Identify two emotions that influence their screen habits. 2. Explain the emotional–behavior link (why they turn to screens). 3. Suggest two realistic, healthy alternatives (e.g., journaling, exercise, talking with a friend). 4. Illustrate their ideas through writing, drawing, or storytelling (choice-based differentiation). Optional: Teacher models one example first. Encourage honesty; participation in sharing later is voluntary to preserve emotional safety. Sharing & Peer Feedback (8 minutes) Students can share voluntarily (or in small “emotion circles”). Peers respond using empathy-based phrases: ● “I feel the same when...”





	• “Here’s one more strategy that might help...” Teacher models respectful listening and confidentiality. Optional anonymous sharing: students can submit one sentence for the teacher to read aloud
Detailed Instructions	Reflection & Closure (5-10 minutes) Students answer three prompts in their notebooks: • What emotion did I notice today? • How do I usually respond to it? • What can I do instead of turning to the screen? Teacher invites volunteers to share insights or commitments. Extension: Students receive a one-week Emotion–Screen Diary to track how their feelings affect digital habits.
Link to DigRight App	The DigRight app includes emotional-trigger scenarios that students can use to compare their own experiences and explore behavioral alternatives.
Inclusion/Adaptation Tips	Allow expression through multiple modes (drawing, story, or oral reflection). Provide calm background music and private working time for emotional safety. Students uncomfortable sharing emotions can use anonymous note submission. Group pairing based on comfort levels, not ability.
Assessment, Evaluation & Reflection	Teachers assess students’ written reflections and emotional connections through worksheets and class contributions. Focus is on emotional awareness and realistic strategy development.
Observation Tools (checklist, rubrics)	
Observation Checklist for Teacher	



Student Name	Participates actively	Identifies time-loss areas	Creates realistic goals	Provides constructive peer tip	Reflects on own habits

How to Use It:

- Use during:
 - Whole-class discussions
 - Peer-sharing moments
 - Strategy creation work time
- Mark evidence of understanding or engagement on the fly
- Use for:
 - Formative assessment
 - Identifying students who may need more support or follow-up
 - Giving feedback in real-time or after class

Rubric

Criteria	Excellent (4 pts)	Good (3 pts)	Developing (2 pts)	Needs Support (1 pt)

Understanding of Concepts	Clearly explains both "information overload" and "doomscrolling" in their own words	Explains both concepts with minor errors	Provides only one definition or shows partial understanding	Shows confusion or no understanding of the key terms
Relevance of Personal Reflections	Identifies a thoughtful, specific personal consequence of excessive digital use	Identifies a clear consequence	General or vague personal consequence	No personal reflection or irrelevant example
Strategy Quality	Provides 3+ highly relevant, practical, and personal strategies	Provides 2–3 practical strategies	Strategies are vague, unrealistic, or generic	1 or no strategies, or ideas not relevant to digital well-being
Feasibility & Impact of Strategies	All strategies are achievable and clearly aim to reduce overload or doomscrolling	Most strategies are realistic and somewhat effective	Some strategies lack clarity or realism	Strategies unlikely to be implemented or off-topic

Scoring Guide:

- **18–20 points:** Excellent grasp of digital well-being concepts; well-developed personal strategy plan
- **14–17 points:** Solid understanding with room for refinement in strategy or reflection
- **10–13 points:** Partial understanding; strategies need more development or personalization
- **Below 10 points:** Needs additional support or reteaching of key concepts

Reflection Prompts for Students

1. 1. What emotions most often make you reach for your screen?

✍ Write your response here:

2. Which new coping idea do you want to try this week?

✍ Write your response here:

Check your answers:

Statement	Yes	No
I identified a personal emotion	☐	☐
I proposed helpful alternatives	☐	☐
I learned from a peer's experience	☐	☐

Optional: What is one thing I'm proud of in my plan?

✍ Write here:

Optional: What could I improve or add to my plan?

✍ Write here:

Teacher Notes

Some students may feel emotionally vulnerable. Create a supportive and judgment-free space. Encourage quieter students with individual attention or pair work.



Lesson Plan 4

Title	How Algorithms Keep Us Watching
Age Group	14-16 years old
Time Frame	45-50 minutes
Learning Objective	Students will explore how recommendation algorithms on platforms like YouTube, TikTok, and Netflix influence user behavior and develop critical awareness and strategies for conscious media use.
Learning Outcomes	By the end of the lesson, students will be able to: • Explain what digital algorithms are and how they influence content recommendations. • Analyze their own media experiences to identify algorithmic influence. • Evaluate personal responsibility in resisting algorithmic loops. • Create realistic and actionable strategies for balanced media engagement. • Collaborate to produce a collective “Media Awareness Wall” of practical solutions.
Tools/Materials Needed	• Short animation video: “How Algorithms Work” • Scenario cards (autoplay, “For You” page, personalized suggestions) • Poster Template (Problem → Algorithmic Influence → Solution) • Sticky notes for peer feedback • Optional: examples of familiar platforms (YouTube, TikTok, Netflix) • Critical Thinking Worksheet or self-assessment checklist
Detailed Instructions	Setting the Stage (5 - 10 minutes) Write on the board: “How do you move from one video to another?” Show animation “How Algorithms Work” (~2 minutes). Discuss: “How does autoplay affect you?” “Why do these recommendations feel personalized?”





	Clarify lesson goals: “We’ll explore how algorithms shape what we watch — and how we can make more conscious choices.” (Optional) Students co-define success criteria: “What makes a strategy realistic and useful?”
Detailed Instructions	Exploration / Inquiry (10 minutes) - Students form small groups and receive scenario cards such as: “Berk watches one cooking video; YouTube recommends 10 more.” “Netflix countdown makes Ece watch another episode.” “TikTok’s ‘For You Page’ keeps Arda scrolling.” - Discussion prompts: “How did this behavior start?” “Was it a personal choice or algorithm-driven?” “Which algorithmic feature played a role (autoplay, countdown, suggestion)?” Groups summarize in one sentence and share key takeaways. Main Task / Creation (20 – 25 minutes) Each group uses the Poster Template: - Problem (situation of overconsumption) - Algorithmic Influence (mechanism or feature involved) - Personal or collective Solution (practical strategy for conscious viewing) Encourage use of specific platform examples (YouTube, TikTok, Netflix). Assign structured roles in each group: <i>Explainer</i> (describes problem) <i>Connector</i> (links to algorithmic feature) <i>Solution-Maker</i> (proposes and writes solutions). Posters may be text-based, visual (story/drawing), or bilingual for inclusion. After initial completion, groups revise one part of their poster after receiving feedback (cycle of improvement). Sharing & Peer Feedback (8 minutes) Groups display posters in a gallery walk format to manage time.





	Peers add sticky notes using prompts: • “This strategy would help me because...” • “Here’s one idea you could add...” Teacher prompts: • “Which parts of the algorithm were visible in these examples?” • “How do peers’ strategies expand your own thinking?”
Detailed Instructions	Reflection & Closure (5-10 minutes) Students answer reflection questions in notebooks: 1. “When did I last notice an algorithm influencing me?” 2. “What personal responsibility do I have in breaking these loops?” 3. “What will I do differently after this lesson?” Teacher or volunteers summarize class insights → create a “Media Awareness Wall” with top strategies.
Inclusion/Adaptation Tips	Use concrete examples from familiar apps. Provide visual metaphors (e.g., “algorithm as a magnet”). Allow alternative outputs (drawings, bilingual terms, or short stories). Scaffold abstract ideas through guided questions and relatable analogies.
Assessment, Evaluation & Reflection	Group presentations and critical thinking templates are assessed. Teachers focus on the students’ understanding of algorithmic influence and their ability to generate solutions.

Observation Tools (checklist, rubrics)

Observation Checklist for Teacher

Student Name	Participates actively	Identifies algorithmic influence	Proposes realistic strategies	Gives constructive peer feedback	Reflects on personal responsibility



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How to Use It:

- Use during:
 - Whole-class discussions
 - Peer-sharing moments
 - Strategy creation work time
- Mark evidence of understanding or engagement on the fly
- Use for:
 - Formative assessment
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 - Giving feedback in real-time or after class

Rubric

Criteria	Excellent (4 pts)	Good (3 pts)	Developing (2 pts)	Needs Support (1 pt)
Understanding of Algorithms	Clearly explains algorithmic features (autoplay, recommendations) and their influence	Explains basic influence with minor errors	Partial understanding of how algorithms work	Shows confusion or misconceptions
Critical Awareness	Analyzes personal media use critically; identifies concrete examples	Recognizes some patterns; limited depth	Aware but lacks personal connection	No awareness or reflection
Solution Quality	Creates 2+ realistic, creative, and specific strategies	Suggests relevant but simple solutions	Strategies vague or generic	No clear or applicable strategies

Peer Collaboration	Actively engages and offers constructive feedback	Participates when prompted	Limited contribution	Passive or off-topic
Reflection Depth	Connects learning to personal responsibility and future action	Reflects but lacks depth or personal link	Minimal reflection	No meaningful reflection

Scoring Guide:

- **18–20 points:** Excellent grasp of digital well-being concepts; well-developed personal strategy plan
- **14–17 points:** Solid understanding with room for refinement in strategy or reflection
- **10–13 points:** Partial understanding; strategies need more development or personalization
- **Below 10 points:** Needs additional support or reteaching of key concepts

Reflection Prompts for Students

1. How much of my viewing is based on my own choice?

✎ Write your response here:

2. Did I recognize algorithmic influence today?

✎ Write your response here:

Check your answers:

Statement	Yes	No
I gained a new perspective	☐	☐

	I related the topic to my experience	☐	☐
	I offered a realistic solution	☐	☐
	Optional: What is one thing I'm proud of in my plan? ✎ Write here: 		
	Optional: What could I improve or add to my plan? ✎ Write here: 		
Teacher Notes	Some students may react defensively (“It’s just how apps work”). Normalize discussion by framing it as awareness, not blame. Keep examples current and relatable (TikTok, YouTube Shorts, Netflix autoplay). Encourage co-creation: let students generate practical, age-relevant strategies. Use the class “Media Awareness Wall” in future lessons to revisit habits.		



Lesson Plan 5

Title	Creating Your Own Healthy Media Rules
Age Group	16-18 years old
Time Frame	45-50 minutes
Learning Objective	Students will reflect on their binge-watching and media habits, identify personal triggers, and design realistic, emotionally aware digital media rules to support healthier screen use.
Learning Outcomes	By the end of the lesson, students will be able to: • Identify emotional and behavioral triggers behind binge-watching. • Create 4–5 realistic personal media rules that promote balance and emotional well-being. • Evaluate the feasibility and sustainability of their own and peers’ strategies. • Reflect on how their personal triggers connect to their digital habits.
Tools/Materials Needed	• “My Media Rules” worksheet • Sticky notes • Sample “Healthy Rules” list (printed or on screen) • Markers, pens, colored paper • Optional: Digital tools (Padlet / Jamboard) for inclusion
Detailed Instructions	Setting the Stage (5 - 10 minutes) Teacher displays the quote: “Technology is a great servant, but a terrible master.” Quick discussion: “Have you ever felt controlled by your screen?” Short poll: “Who has tried to set a screen rule before? Did it work?” Teacher goal statement: “Today, we’ll design our own personal screen rules that help us manage time, emotions, and balance.”





Detailed Instructions	Exploration / Inquiry (10 minutes) In pairs, students discuss: • “When do you lose track of time while watching?” • “What emotions make it harder to stop?” • “What helps you regain control?” Groups share one insight each. Class co-creates success criteria: • “What makes a good rule?” (specific, realistic, supportive, emotionally aware). Teacher lists ideas on the board to guide main task. Main Task / Creation (20 – 25 minutes) Each student receives the “My Media Rules” worksheet with sections: 1. My biggest digital habits or struggles 2. Emotional/behavioral triggers (e.g., boredom, loneliness, stress) 3. My 5 Personal Rules (e.g., “When I feel lonely, I’ll call a friend instead of watching.”) 4. My Support Plan (timers, peer accountability, positive reminders) Students may write, draw, or design their rules visually. Inclusivity option: students can record audio or use icons/symbols. Volunteers add ideas to a shared poster or “Digital Health Wall.” Sharing & Peer Feedback (8 minutes) Gallery Walk: students circulate, read others’ rules, and leave one note: • “One idea I’d like to try...” • “This rule could be even stronger if...” Encourage empathy and constructive tone. Optional quick revision: students update one rule after reading feedback. Reflection & Closure (5-10 minutes) Individual written reflection: 1. “Which rule will be hardest to follow and why?” 2. “How will I know it’s working?”
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	3. “Which peer idea inspired me?” Teacher concludes: “Healthy media use is not about control — it’s about awareness and choice.”
Inclusion/Adaptation Tips	Use visuals or bilingual supports for key terms. Provide sentence starters: • “When I feel ___, I will ___ instead of watching.” • “I will limit my screen use by ___.” Pair learners with supportive peers. Provide alternative formats (drawing, oral recording).
Assessment, Evaluation & Reflection	Teacher assesses the quality and thoughtfulness of students’ media rules. Peer feedback and written reflections reveal depth of understanding and personal engagement.

Observation Tools (checklist, rubrics)

Observation Checklist for Teacher

Student Name	Participates actively	Identifies algorithmic influence	Proposes realistic strategies	Gives constructive peer feedback	Reflects on personal responsibility

How to Use It:

- Use during:
 - Whole-class discussions
 - Peer-sharing moments

- Strategy creation work time
- Mark evidence of understanding or engagement on the fly
- Use for:
 - Formative assessment
 - Identifying students who may need more support or follow-up
 - Giving feedback in real-time or after class

Rubric

Criteria	Excellent (4 pts)	Good (3 pts)	Developing (2 pts)	Needs Support (1 pt)
Self-awareness	Clearly identifies multiple triggers and emotions behind habits	Identifies some triggers/emotions	Mentions triggers vaguely	No link between emotions and habits
Rule clarity & feasibility	Creates 4–5 specific, realistic, and balanced rules	Creates 3–4 mostly realistic rules	Rules are generic or unrealistic	Rules are missing or unrelated
Creativity & ownership	Demonstrates strong personal voice and originality	Some personal elements included	Basic or copied ideas	No ownership shown
Reflection depth	Provides insightful and actionable reflection	Some reflective thought shown	Minimal reflection	No meaningful reflection
Peer learning	Gives/uses feedback thoughtfully	Gives or uses feedback	Limited peer engagement	No peer interaction

Scoring Guide:

- **18–20 points:** Excellent grasp of digital well-being concepts; well-developed personal strategy plan
- **14–17 points:** Solid understanding with room for refinement in strategy or reflection
- **10–13 points:** Partial understanding; strategies need more development or personalization
- **Below 10 points:** Needs additional support or reteaching of key concepts

Reflection Prompts for Students

1. What new habit do I want to try?

✍ Write your response here:

2. How can I make my screen use healthier?

✍ Write your response here:

Check your answers:

Statement	Yes	No
I created realistic personal rules	☐	☐
I helped someone improve their plan	☐	☐
I feel more in control of my screen habits	☐	☐

Optional: What is one thing I'm proud of in my plan?

✍ Write here:

	Optional: What could I improve or add to my plan? ✎ <i>Write here:</i>
Teacher Notes	Create a supportive atmosphere — emphasize honesty, not perfection. Encourage sustainable, not extreme, rules. Use sample prompts to scaffold discussions for shy students.

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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