Ref. No: 2024-1-PL01-KA220-SCH-000251896

DigRight

The correct use of technology
to prevent digital addictions

EDUCATIONAL KIT

Co-funded by
the European Union

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 Nº	2024-1-PL01-KA220-SCH-000251896
Work Package	N°3 – Educational Kit
Date	20/11/2025
Language	English

Consortium

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Contents

1.Introduction to the Educational KIT

Digital technologies have become an integral part of students' lives, shaping how they learn, connect, express themselves, and spend their time. While digital tools offer valuable opportunities for creativity, participation, and access to information, they also carry significant risks when overused or misused. Among adolescents, patterns of digital addiction are becoming increasingly common. These include social media overuse, compulsive gaming, binge-watching, smartphone dependency, online gambling, and excessive online chatting.

For instance, recent studies indicate that over 20% of European students are at risk of developing some form of digital addiction. Many report symptoms such as sleep disturbance, anxiety, and a decline in concentration or academic performance when disconnected from their devices. These behaviours are often difficult to recognize and are frequently underestimated, making it essential for educators to address them through intentional, structured, and supportive educational practices.

The DigRight project, co-funded by the Erasmus+ programme, was created to address these growing challenges with a comprehensive, preventive, and inclusive approach. This approach is considered inclusive because it is designed to be accessible to diverse learners, adaptable to different educational contexts, and mindful of the needs of students with varying abilities, backgrounds, and levels of digital access.

Our mission is to equip teachers and students across Europe with tools to critically understand digital behaviours, recognize the signs of problematic use, and build healthier, more reflective relationships with technology.

This **Educational KIT** is one of the core outputs of the DigRight project. It is designed to provide educators with a practical, research-informed resource that can be used flexibly across classrooms, curricula, and age groups. The KIT is grounded in the principles of **digital well-being**, **student agency**, and **constructivist pedagogy**, with a strong emphasis on reflection, collaboration, and inclusion.

What the KIT Offers

The KIT combines **theoretical knowledge** with **ready-to-use pedagogical tools**. It is intended for secondary school teachers (ages 12–18), regardless of their previous experience with digital education or psychology. Whether you are an ICT teacher, a language teacher, a class tutor, or a school counsellor, this KIT can support your efforts to bring digital balance into the classroom.

Key components include:

- A **Theoretical Framework for Teachers** (Section 2), with accessible overviews of seven major types of digital addiction. Each chapter includes definitions, causes, effects, prevention strategies, identification tools, and scientific references.
- A full set of **Lesson Plans** (Section 3), organized by addiction type and age group. For each of the seven topics, five differentiated lessons are provided to help teachers select the most appropriate one for their learners.
- A **Methodological and Curriculum Guide** (Section 4), offering pedagogical rationale, curriculum alignment, inclusion strategies, and suggestions for assessment and adaptation.

2. Theoretical Framework

2.1 Social Media Addition

1.Definition of the Addiction

Social media addiction refers to a behavioural dependency in which individuals feel compelled to use platforms such as Instagram, TikTok, Facebook, or Snapchat excessively, often at the expense of real-life responsibilities and relationships. Unlike casual use, addiction involves an inability to regulate time spent online, frequent cravings to check notifications, and distress when disconnected. This condition shares characteristics with other behavioural addictions, such as compulsive gambling, including tolerance (needing more screen time for satisfaction), withdrawal (irritability when deprived), and negative impacts on daily functioning. Research indicates that social media addiction is fuelled by the platform design itself: algorithms and features such as "likes," comments, and infinite scrolling stimulate the brain's reward pathways, reinforcing repetitive engagement. While not yet formally classified as a mental disorder in diagnostic manuals, psychologists and educators increasingly recognize it as a serious issue affecting learning, mental health, and social development, especially among adolescents and young adults who spend large portions of their free time online.

2.Causes

Several factors contribute to social media addiction, blending psychological, technological, and social influences. From a psychological perspective, young users are particularly vulnerable because of developmental needs for belonging, validation, and self-expression. Social media platforms provide immediate feedback through likes, shares, and comments, which can create a cycle of gratification and craving. Neurobiological research suggests that dopamine release in the brain's reward system strengthens compulsive checking behaviours. From a technological standpoint, design elements such as push notifications, endless scrolling, and personalized feeds are intentionally crafted to maximize user attention. Social factors also play a significant role: peer pressure, fear of missing out (FOMO), and the normalization of constant online presence make it difficult for students to disengage. Additionally, stressful life events or low self-esteem can lead youth to seek comfort in virtual spaces. Together, these elements create an environment where habitual use quickly escalates into dependency, making moderation increasingly challenging without external guidance.

3.Effects on Youth (cognitive, social, emotional)

Social media addiction has wide-ranging effects on youth, particularly in their cognitive, social, and emotional development. Cognitively, excessive use is linked to shorter attention spans, difficulties in concentration, and reduced academic performance due to multitasking or late-night scrolling that disrupts sleep. Overreliance on quick, fragmented content may also impair deeper critical thinking and information retention. Socially, young people often prioritize online interactions over face-to-face relationships, which can lead to weaker interpersonal skills, reduced empathy, and conflicts within families or peer groups. While digital platforms can offer community, excessive reliance may isolate youth from meaningful offline connections. Emotionally, social media addiction often increases stress, anxiety, and depressive symptoms. Constant exposure to curated images and comparison with peers fosters unrealistic expectations and lower self-esteem. Furthermore, withdrawal from social media can result in irritability, restlessness, or loneliness, reinforcing the cycle of dependency. The cumulative effect is a disruption of balanced personal growth, making it harder for adolescents to navigate real-life challenges with resilience and confidence.

4.How to Identify the Addiction

Teachers, parents, and counselors can identify social media addiction by observing behavioral and emotional patterns. Warning signs include an excessive amount of time spent online, often exceeding intended use, and neglect of responsibilities such as homework, chores, or extracurricular activities. Students may become preoccupied with checking notifications, even during class, and show signs of irritability or anxiety when access is restricted. Another indicator is loss of interest in offline hobbies or friendships, with digital interactions becoming the primary source of satisfaction. Changes in sleep patterns, such as staying up late scrolling often result in fatigue during the school day. Emotionally, addicted students may display heightened sensitivity to online feedback, experiencing distress from negative comments or lack of engagement. Importantly, the addiction is not simply about frequent use but about loss of control and negative consequences in academic, social, or personal areas of life. Recognizing these patterns early allows educators to intervene constructively.

5.Strategies for Prevention

Prevention begins with cultivating balanced digital habits and fostering awareness among youth. Teachers and parents can encourage open discussions about healthy technology use, emphasizing the difference between purposeful engagement and compulsive scrolling. Schools can integrate digital literacy into the curriculum, teaching students about how platforms are designed to capture attention and the risks of overuse. Setting boundaries, such as designated “tech-free times” (e.g., during meals, before bedtime, or in class), helps normalize offline interactions. Promoting extracurricular activities, sports, arts, volunteering—provides alternative sources of fulfilment that reduce dependence on virtual validation. Adults can also model responsible use, demonstrating balance by limiting their own screen time. Another effective preventive measure is encouraging students to critically reflect on their online behaviours, for example by tracking time spent and identifying triggers for excessive use. By combining education, boundaries, and healthy alternatives, schools and families can reduce the likelihood of social media use escalating into harmful addiction.

6.How to Reduce or Overcome

Overcoming social media addiction requires both personal commitment and structured support. A first step is self-monitoring: students can use apps or built-in phone features to track usage and set daily limits. Gradual reduction, rather than sudden abstinence, tends to be more sustainable. Developing new routines, such as replacing online time with exercise, reading, or face-to-face activities, helps redirect attention toward healthier habits. Mindfulness practices, like journaling or meditation, can reduce cravings and improve self-control. At school, teachers can encourage device-free group work or outdoor learning activities that strengthen offline connections. Counselling support may be necessary if the addiction significantly impacts mental health, with cognitive-behavioural strategies proven effective in reducing compulsive digital behaviours. Parental involvement also plays a critical role, as consistent rules and encouragement can reinforce change. Ultimately, reducing addiction is about regaining balance, using social media purposefully and with awareness, rather than reflexively, so that it enhances rather than undermines personal well-being.

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2.2 Gaming Addiction

1. Definition of the Addiction

Play is one of the most fundamental means of entertainment and learning for individuals of all ages, especially children. From the moment of birth, children begin to explore the world through play. Today, however, play has not only shifted to screens such as computers and tablets placed on desks or smartphones constantly in the hands of people both young and old, but it has also diversified in terms of types and content (Yardımcı & Ulukol, 2020).

Digital games include elements such as winning, reaching goals, competition, struggle, and racing — all of which are processes that can lead children to the risk of addiction. These processes stimulate the brain's reward system and are structured around repeating pleasurable and rewarding experiences. As such, this repetitive cycle can result in addiction (Tarhan & Nurmedov, 2011, as cited in Özdemir & Sever, 2020, p. 94).

Game addiction can be defined as the persistent mental preoccupation with gaming, constantly thinking about games, neglecting daily responsibilities, continuing to play despite negative consequences in academic, social, and family life, reacting negatively when gaming is restricted, engaging in conflicts, and exhibiting withdrawal symptoms when not playing (Griffiths, 2008).

According to the World Health Organization's ICD-11 classification, gaming disorder is characterized as a behavioural pattern involving impaired control over gaming, prioritization of gaming over other activities, and continuation of gaming despite negative consequences (World Health Organization, 2020).

2. Causes of Game Addiction

The causes of game addiction are multifaceted. Research shows that psychological factors, such as low self-esteem, attention deficit/hyperactivity disorder (ADHD), depression, and anxiety, can trigger addictive behaviour. Social factors are also significant; family conflict, neglectful parenting styles, negative role models, and peer isolation may all contribute to the development of addiction (Doğan Keskin & Aral, 2021).

Individuals may attempt to freely construct personality traits in virtual environments that they lack in real life, making it increasingly difficult to distinguish the virtual from the real. People may behave in ways they never would in the real world, creating alternate personalities disconnected from their true selves. This blurring of reality and simulation represents a shift toward what Baudrillard (2011, as cited in Özdemir & Sever, 2020, p. 15) refers to as the "era of simulation," where reality is replaced by its artificial representation.

In terms of technological factors, Yee (2006, as cited in Irmak & Erdoğan, 2016) identified several game design elements that can promote addiction: receiving rewards, the desire for rapid progress, curiosity about upcoming levels, the ability to play a character one wishes to be in real life, the need to improve the character's performance, competition with other players, opportunities for communication and cooperation, enjoyment of group work, and the chance to escape from problems, stress, and emotions such as fear. These factors, either individually or in combination, can increase the risk of addiction.

3. Effects on Youth (cognitive, social, emotional)

Game addiction may lead to several negative outcomes, such as increased exposure to violence and fear, aggressive behaviour, withdrawal from physical and social activities, and emotional desensitization (Lieberman, Fisk, & Biely, 2009).

Cognitively, addicted adolescents may experience a decline in academic performance and a noticeable reduction in study time and attention span. For example, decreased academic achievement is frequently reported among adolescents with gaming addiction.

Socially, gaming addiction can cause social isolation and deteriorating interpersonal relationships. It may weaken the adolescent's sense of self and trigger family conflicts and emotional disconnection. This process can result in social withdrawal, loneliness, and detachment from peer relationships (Zhou et al., 2023).

Emotionally, adolescents with gaming addiction are more likely to experience depression, anxiety, difficulties in emotion regulation, and identity development issues. While gaming may serve as a temporary escape from real-life stressors, it can also lead to distress, psychological trauma, and identity crises (Sajadi et al., 2019).

Excessive dopamine release associated with digital gaming may hinder brain development in children and adolescents. It may impair their ability to assess reality and prevent the development of emotional regulation skills. Moreover, exposure to age-inappropriate content may result in psychological trauma (Information and Communication Technologies Authority [ICTA], 2018).

A meta-analysis conducted between 2010 and 2017 involving over 17,000 participants aged 9–19 from various countries examined how violent video games influenced real-life physical aggression. The study concluded that playing violent games was associated with increased physical aggression over periods ranging from three months to four years (Prescott, Sargent, & Hull, 2018, p. 9882).

Thus, game addiction can negatively affect school performance, sleep patterns, social skills, and emotional well-being across multiple dimensions.

4. How to Identify the Addiction

In the *International Classification of Diseases (ICD-11)*, gaming disorder is categorized under "disorders due to addictive behaviours." It is characterized by persistent or recurrent gaming behaviour (including digital or video games). For diagnosis, symptoms must be observed, evaluated, or monitored for at least 12 months, although this period may be shortened if symptoms appear in a severe form.

According to ICD-11, the diagnostic criteria for gaming disorder are as follows (World Health Organization [WHO], 2021, as cited in Irmak & Erdoğan, 2016):

Impaired control over gaming (e.g., onset, frequency, intensity, duration, termination, context).

Increasing priority given to gaming over other activities to the extent that gaming takes precedence.

Continuation or escalation of gaming despite negative consequences in personal, social, educational, or occupational functioning.

5. Strategies for Prevention

- Instead of prohibiting gaming outright, children should be encouraged to engage in alternative activities aligned with their interests.
- Media literacy education should be promoted, targeting both children and parents.
- Gaming should not be used as a reward or punishment tool.
- Parental controls should be implemented on all technological devices, and gameplay should be supervised by parents.
- Families should spend quality time with their children through non-digital play and shared activities.

- Digital life counselling services should be established, and family education programs should be offered (ICTA, 2018).
- The European Video Games Industry (ISFE, 2021, as cited in Irmak & Erdoğan, 2016) provides several recommendations for parents:
  i. Check whether the game uses the PEGI rating system.
  ii. Discuss and play digital games with children to foster a healthy relationship and reduce disputes regarding game duration and content.
- Awareness-raising efforts should be directed at parents and schools to prevent risky situations and provide action plans for managing them.
- Parents must be informed about protective factors and available support services.
- Children should be educated about these issues in schools and monitored accordingly. Programs that promote self-regulation (e.g., self-control training, time management) can be implemented.

6. How to Reduce or Overcome Gaming Addiction

The general principle is to cultivate healthy online habits early to prevent the development of Internet Gaming Disorder (IGD). For young people diagnosed with IGD, early identification and treatment by a child psychiatrist is essential. In cases of comorbid ADHD or depression, a combination of pharmacotherapy and psychosocial interventions can improve treatment outcomes (Chang et al., 2022).

Among non-pharmacological treatments, Cognitive Behavioural Therapy (CBT) is frequently employed (Kuss & Griffiths, 2015). Treatment programs should include social activities that promote the development of interpersonal skills, thereby replacing screen time with real-life engagement. Additionally, therapeutic approaches should address individual issues such as depression and anxiety, provide counselling, and help individuals set real-life goals and manage their time effectively (Yardımcı & Ulukol, 2020).

School-based CBT programs have shown significant reductions in gaming addiction symptoms compared to control groups (Lindenberg, Kindt, & Szász-Janocha, 2022). Torres-Rodríguez et al. (2017) compared the effectiveness of the PIPATIC intervention and standard CBT for adolescents aged 12–18 with IGD. Their results showed meaningful differences in comorbid symptoms, interpersonal skills, and family relationships between pre-test and post-test evaluations.

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2.3 Smartphone Dependency

Definition of the Addiction

Smartphone dependency, also referred to as **smartphone addiction** or **problematic smartphone use**, is a behavioural addiction characterized by excessive or compulsive use of smartphones that interferes with daily life, responsibilities, or relationships. It shares similar features with other behavioural addictions, including **tolerance**, **withdrawal symptoms**, and **loss of control over usage**. Teenagers are particularly vulnerable due to ongoing brain development, social pressures, and the pervasive role of smartphones in education and entertainment.

Smartphone dependency shortly leads to constantly checking messages, notifications, and updates, leading to difficulties in concentration, anxiety when separated from the device, and disrupted sleep patterns.

Causes

Several factors contribute to smartphone dependency in youths:

- **Neurological factors**: the release of dopamine from notifications, likes, and messages creates a reward cycle similar to that in other addictions.
- **Psychological factors**: anxiety, loneliness, low self-esteem, or boredom can push teens to seek comfort or distraction through their phones.
- **Social influence**: peer pressure, fear of missing out (FOMO), and social validation drive overuse of social media and messaging apps.
- **Design of Apps**: many platforms are deliberately designed to maximize engagement through infinite scrolling, autoplay, and frequent alerts.
- **Lack of limits**: inconsistent or absent parental monitoring, especially during critical developmental periods, contributes to overuse.

Effects on Youth (cognitive, social, emotional)

Cognitive Effects

- Decreased attention span and concentration: constant notifications and multitasking on phones make it harder for teens to focus on a single task, reducing their ability to sustain attention during studies or conversations.
- Impaired memory retention: relying on smartphones for quick answers and reminders can weaken the brain's natural memory functions, making it harder for teens to store and recall information
- Reduced academic performance due to distractions: frequent interruptions from social media, games, or messages during study time hinder learning and lower grades due to divided attention and poor time management.

Social Effects:

- Diminished face-to-face communication skills: overuse of digital communication can reduce a teen's ability to engage in meaningful, in-person conversations, affecting empathy, eye contact, and verbal expression.

- Increased social isolation despite being "connected": while teens may interact with others online, excessive screen time can replace real-life social interactions, leading to feelings of loneliness and disconnection.
- Superficial relationships based on online presence: relationships formed or maintained primarily through social media often lack depth, leading to comparisons, insecurity, and weak emotional bonds.

Emotional Effects:

- Heightened anxiety, especially linked to social media: teens often feel pressure to stay updated, gain likes, and maintain an idealized online image, which increases anxiety and fear of missing out (FOMO).
- Mood swings and irritability: sudden shifts in mood can result from withdrawal when not using the phone, online conflicts, or negative feedback on social media posts.
- Increased risk of depression and sleep disorders: late-night phone use disrupts sleep cycles, and constant exposure to unrealistic online portrayals can lower self-esteem, contributing to depression.

How to Identify the Addiction

Differentiating heavy use from dependency

High frequency of smartphone use alone is not evidence of an addiction — what matters is **loss of control and functional impairment**. Indicators that point from "heavy use" to problematic or addictive use include:

- persistent preoccupation with smartphone use;
- unsuccessful attempts to cut back;
- continued use despite negative consequences for school, sleep, or relationships;
- withdrawal symptoms (anxiety, irritability) when separated from the device;
- and measurable decline in academic or social functioning.

For screening, validated tools such as the Smartphone Addiction Scale – Short Version (SAS-SV) or clinical interviews that focus on functional impairment are recommended to decide whether targeted intervention is needed.

Behavioural Signs:

- Excessive use: spending an inordinate amount of time on their phone, often to the detriment of other activities.
- Social isolation: preferring phone use over face-to-face interactions with family and friends.
- Neglecting Responsibilities: skipping or putting off homework, chores, or other obligations due to phone use.
- Sleep disruption: using phones late into the night, leading to sleep deprivation and its associated problems.
- Difficulty disconnecting struggling to put the phone down, even for short periods.
- Deception: hiding phone use from parents or guardians.
- Phantom vibrations: feeling the phone buzz when it hasn't, indicating a heightened awareness and reliance on the device.
- Increased salience: smartphone use becomes the most important activity, with stimuli related to the phone (e.g., content, usage) taking precedence over other stimuli.

- Uncontrolled use: difficulty managing or reducing smartphone use despite wanting to, or experiencing negative consequences.
- Frequent checking: constantly checking for notifications or updates, even when there are none.

Emotional Signs:

- Mood swings: experiencing irritability, anxiety, or sadness when unable to access the phone.
- Anxiety or panic: feeling anxious or panicking when needing to put the phone down or not being able to check it.
- Obsessive behaviour: becoming overly concerned with social media presence, likes, and followers.
- Withdrawal symptoms: experiencing negative emotions or physical discomfort when unable to use the phone.

Strategies for Prevention

Education & Awareness

Teaching teens (and parents) about the risks of excessive smartphone use and how it affects the brain, sleep, mental health, and social life is crucial.

- Schools, community centres, and families can provide workshops or talks on healthy tech habits.
- Teens should learn to recognize the signs of addiction early and understand how apps are designed to keep them engaged.
- Awareness leads to conscious decision-making about when and how to use technology.

Parental Controls & Boundaries

Parents play a key role in shaping digital habits:

- Set clear rules around screen time (e.g., no phones during meals or after a certain hour)
- Use built-in parental control tools or apps to limit app usage and monitor activity
- Establish "tech-free zones" like bedrooms or dining tables
- Involve teens in setting these boundaries to build trust and cooperation rather than resistance.

Digital Literacy Programs

Digital literacy goes beyond knowing how to use technology—it's about using it wisely and responsibly

- Schools can include curricula that teach about:
    a) Online etiquette
    b) Critical thinking in media consumption
    c) Understanding algorithms and data privacy
- Programs can help teens distinguish productive tech use (like for learning or creativity) from addictive or harmful use.

Encourage Offline Activities

Balancing screen time with real-world experiences helps reduce dependency:

- Promote hobbies like sports, music, art, volunteering, or reading
- Encourage outdoor play and family activities that don't involve screens
- Help teens build strong offline friendships and a sense of belonging in the physical world.

Modelling Behaviour

Teens often mirror adult behaviours—what parents and educators do matters more than what they say.

Adults should demonstrate balanced smartphone use, such as:

a) Putting phones away during conversations
b) Taking regular digital detoxes
c) Not checking phones obsessively

- By modelling self-control and mindful tech use, adults teach teens to adopt the same habits.

The evidence is mixed: school-wide device restrictions can reduce classroom distraction and improve focus for some students but bans alone do not reliably improve overall mental health or out-of-school behaviour. Best practice is **targeted modelling** — enforce phone-free periods for instruction and assessment, provide supervised "technology time" for learning tasks, offer mindful tech breaks (guided short mindfulness or movement exercises without screens), and evaluate policy impact empirically. Schools should pilot policies, collect local data (engagement, behaviour, wellbeing, attainment) and communicate with families so school rules are supported at home. National policy moves (e.g., recent regional/ national bans and trials) reinforce that school modelling is useful but must be part of broader family and community strategies.

Promoting positive uses while reducing harm

Schools should adopt a two-track approach:

1. Protective environment — limit unstructured, unsupervised phone availability (e.g., phone-free instruction time, reduced notifications), and
2. Productive integration — deliberately use smartphones for teacher-designed learning activities (mobile learning apps, digital portfolios, multimedia projects), creativity (video storytelling, coding, maker tasks), and structured peer collaboration. Embed digital-literacy and wellbeing lessons (for example, Common Sense Education's K–12 curriculum) so students learn to evaluate tools, choose apps that amplify learning, and audit their own usage.

Teachers should plan when a phone is an instructional asset versus a distraction and make that explicit to students.

How to Reduce or Overcome

Several strategies can be implemented such as:

- Set clear boundaries and limits: establish specific times and durations for phone usage, and designate phone-free zones like the bedroom or dining table.
- Encourage alternative activities: promote hobbies, sports, and social interactions to shift focus away from screens.
- Monitor and guide: parents can monitor their teen's phone use, track progress, and offer support and guidance.
- Model healthy behaviours: parents should also practice healthy smartphone habits and manage their own screen time.
- Communicate openly: discuss the potential negative impacts of excessive phone use and encourage open dialogue about healthy boundaries.

- Encourage self-reflection: journaling or app usage reviews can help teens recognize patterns and make conscious changes.
- Mindfulness & CBT (*Cognitive Behavioural Therapy*): techniques such as mindfulness meditation or cognitive-behavioural therapy can help address underlying triggers.
- Seek professional help: if a teenager is struggling with severe addiction, seek guidance from a therapist or counsellor.
- Adopt a tiered approach
    a) universal education in digital literacy and wellbeing for all students;
    b) early, non-punitive identification and small-group interventions for students showing risky patterns;
    c) formal screening with validated tools and CBT-informed/family interventions for cases with functional impairment.

    Combine targeted classroom policies (phone-free instructional time) with student agency practices (co-created norms and self-monitoring exercises). Monitor outcomes and coordinate with families so school policies complement home practices

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2.4 Video Streaming & Binge-Watching

Definition of the Addiction

Binge-watching refers to watching multiple episodes or long sessions of video content (on platforms such as Netflix, YouTube, TikTok, etc.) for extended periods, often longer than intended. It becomes problematic when: Students cannot stop watching even when they want to. Daily life or school responsibilities are disrupted. Emotional comfort depends on watching videos.

In simple terms, it is not the number of hours, but the loss of control and negative impact that signal addiction. Healthy engagement (e.g., watching a weekend movie with friends) differs from addiction because it is intentional, limited, and balanced.

Video consumption addiction is characterized by compulsive and excessive engagement with digital video content particularly through binge-watching where individuals feel unable to stop despite negative consequences. Platform mechanics such as auto play, infinite scroll, and personalized recommendations intensify this behaviour. While moderate video use can be innocuous, addiction manifests when viewing interferes with daily life, emotional regulation depends on content, or there is a persistent urge to watch longer than intended. Research positions problematic binge-watching within behavioural addiction frameworks, showing symptoms like withdrawal, compulsive use, and mood regulation parasitism (Joseph & Varghese, 2025)

Causes

Emotional: Using videos to escape stress, boredom, or loneliness (Yu & Alizadeh, 2024).

Personality: Impulsivity, difficulty delaying gratification, or low self-control (Flayelle et al., 2019).

Technological: Autoplay, “Next Episode” prompts, and personalized feeds keep viewers hooked (Mansoury et al., 2020).

Social: Peer pressure and fear of missing out (FOMO).

Teachers should highlight how platform design and emotional triggers work together.

Effects on Youth (cognitive, social, emotional)

Domain	Possible Consequences
Cognitive	Shorter attention span, lower academic performance, irregular sleep patterns.
Emotional	Higher stress, anxiety, or low mood when not watching; emotional regulation tied to viewing.
Social	Isolation, reduced participation in real interactions, reliance on online relationships.

Signs teachers may notice: fatigue, disengagement, poor focus, talking excessively about shows, and irritability during class.

Cognitively, excessive viewing is linked to shorter attention spans, poorer academic performance, impaired executive function, and disrupted sleep habits (Alimoradi et al., 2022). Emotionally, individuals with problematic viewing patterns report higher levels of depression, stress, and social interaction anxiety (Alimoradi et al., 2022; Associations study, 2022). Socially, binge-watching correlates with loneliness and reduced face-to-face interaction; it often serves as an emotional substitute, further isolating youth (PMH study; Yu & Alizadeh, 2024).

How to Identify the Addiction

Key indicators of video consumption addiction include watching far longer than intended, neglecting responsibilities, and experiencing frustration or irritability when access to content is disrupted. Warning signs in adolescents include difficulty concentrating, poor sleep, social withdrawal, and frequent references to trending content. Diagnostic tools like the Binge-Watching Addiction Questionnaire (De Feijter et al., 2016) or the Griffiths-based Problematic Series Watching Scale help assess severity and behavioural patterns (Joseph & Varghese, 2025).

Strategies for Prevention

a. Awareness and Media Literacy

- Teach how **recommendation algorithms** influence what we watch.
- Show students how to turn off **autoplay** or reset recommendations.
- Discuss how "watch next" features manipulate attention.

b. School-Based Initiatives

- Create *Digital Wellbeing Pledges* as a class.
- Encourage *student-led campaigns* such as "Balanced Viewing Week."
- Use classroom agreements about responsible tech habits.

c. Peer-to-Peer Reflection

- Students keep a **media diary** of their viewing habits.
- Small groups discuss questions like:
    - "How do you feel after watching for 3 hours?"
    - "What helps you stop when you've had enough?"
- Encourage students to design posters or infographics promoting balanced viewing. (Joseph & Varghese, 2025; Alimoradi et al., 2022).

How to Reduce or Overcome

- Not all streaming is harmful. Teachers can model positive engagement by:
- Recommending documentaries, educational series, or TED Talks.
- Organizing co-viewing and discussion sessions that link content to lessons.
- Asking reflection questions such as:
    - "What message does this series promote?"
    - "Is the content realistic or idealized?"
    - "How can this inspire real-life actions?"

- This approach transforms passive viewing into critical digital literacy.

Reflection Questions for Teachers

- How can I help students tell the difference between healthy relaxation and digital overuse?
- Which classroom practices can support mindful streaming habits?
- How can peer discussions promote healthier digital behaviour?
- When should I involve parents or counsellors in cases of persistent overuse?
- How can we use streaming content as an *educational opportunity* instead of a distraction?

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2.5 Online Gambling & Microtransactions

Definition of the Addiction

Online gambling with microtransactions refers to the practice of wagering money on internet-based games or activities that include small, in-game purchases. These microtransactions can range from buying virtual items, such as skins or weapons, to paying for additional game features or advantages. This form of gambling is particularly prevalent in online casinos, sports betting platforms, and video games that offer loot boxes or similar mechanisms. While individually low-cost, they can accumulate into significant spending, fostering patterns of compulsive behavior similar to pathological gambling. From a psychological perspective, online gambling with microtransactions can be highly addictive due to its accessibility, convenience, and the immediate gratification it provides. The constant availability of these games and the ease of making small, seemingly insignificant purchases can lead to significant financial and emotional consequences for individuals. The addictive nature of these activities is often compared to traditional forms of gambling, but the integration of microtransactions adds an additional layer of complexity and risk. This phenomenon exploits psychological reinforcement schedules, especially variable-ratio reinforcement, driving repeated engagement and desensitizing users to financial risk. Crucially, online access, anonymity, and 24/7 availability amplify risk factors for vulnerable populations, particularly adolescents and individuals with impulsive traits.

Clinically, we observe increasing cases where microtransaction-based gambling becomes a gateway to or co-occurs with gambling disorder, as recognized in the DSM-5. The blurring of gaming and gambling demands a nuanced diagnostic and therapeutic approach integrating behavioral, cognitive, and neuropsychological perspectives.

Research has shown that the combination of gambling and microtransactions can lead to increased rates of problem gaming, particularly among younger individuals who are more likely to engage in online gaming. These activities exploit variable reward schedules similar to slot machines, triggering dopamine release and creating powerful reinforcement loops. Platforms often blur the line between gaming and gambling through near-miss effects, enticing visuals, and easy access via mobile devices or gaming consoles. Addiction is present when participation continues despite financial loss, secrecy, preoccupation, or interference with school, sleep, or relationships. Research classifies problematic engagement with loot boxes and online gambling among youth as behavioural addictions and, in many jurisdictions, as a form of gambling (Zendle & Cairns, 2018; Griffiths, 2018; King & Delfabbro, 2020; WHO, 2019 – Gaming Disorder criteria overlap).

Causes

Multiple interrelated factors contribute to online gambling and microtransaction addiction in children and adolescents. Psychologically, the thrill of risk, instant gratification, and escapism from stress or low self-esteem play a major role (Gainsbury, 2019). Personality traits such as high impulsivity, sensation-seeking, and poor delay of gratification increase vulnerability (Dussault et al., 2021). Technologically, predatory design features, including random reward mechanics (loot boxes), limited-time offers, sunk-cost fallacies, and targeted advertising, exploit developing brains (King et al., 2022). Developmentally, children and teenagers are especially at risk due to immature prefrontal cortex development (impulse control), heightened reward sensitivity, peer pressure, and fear of missing out on rare items or social status within gaming communities (Macey & Hamari, 2019).

Effects on Youth (cognitive, social, emotional)

Cognitively, excessive engagement is associated with reduced attention span, poorer academic performance, impaired decision-making skills, and distorted understanding of probability and financial risk (Delfabbro & King, 2021). Emotionally, affected youth show higher rates of anxiety, depression, irritability, and feelings of guilt or

shame related to spending or losing money (González-Cabrera et al., 2022). Socially, it leads to secrecy, lying to parents, social withdrawal, borrowing or stealing money, and damaged family relationships; online gaming communities may normalize spending, deepening isolation from offline peers (Kim et al., 2022; Parental and adolescent studies, 2023).

How to Identify the Addiction

Key indicators include preoccupation with gambling sites or games that contain microtransactions, spending more money or time than intended, hiding purchases or browser history, restlessness or irritability when unable to play/pay, chasing losses, and neglecting schoolwork or hobbies. Warning signs specific to minors: unexplained depletion of pocket money or gift cards, sudden requests for money, defensive behaviour when asked about gaming, frequent references to "rare drops" or "winning big," and mood swings tied to in-game outcomes. Validated tools include the Problem Gambling Severity Index (PGSI) adapted for adolescents, the Gambling Disorder Screening Questionnaire, and the Loot Box Demand Scale (Brooks & Clark, 2019; Close & Lloyd, 2022).

Strategies for Prevention

Prevention focuses on education, regulation awareness, and healthy habit building. Teaching financial literacy, probability concepts, and how gambling/loot-box mechanics manipulate reward systems empowers informed choices. Media/gaming literacy lessons that expose predatory design (e.g., variable ratio reinforcement, near-misses) reduce susceptibility. Schools can implement parental awareness workshops, promote transparent spending tracking, encourage delayed gratification activities, and foster alternative reward sources (sports, arts, real-world achievements). Age-appropriate restrictions, family media agreements, and limiting access to payment methods are highly effective (King et al., 2022; Derevensky & Gilbeau, 2022).

How to Reduce or Overcome

Recovery starts with recognition and removal of easy access. Practical steps include disabling in-game purchases, using platform-level spending limits or parental controls, blocking gambling sites, and switching to games without microtransactions or loot boxes. Replacing the behaviour with structured offline activities, exercise, or creative hobbies helps restore dopamine balance. Financial restitution plans and open family discussions rebuild trust. Classroom strategies such as spending journals, goal-setting contracts, peer support circles, and reflection prompts (e.g., "What did I give up to get that skin?") reinforce change. Severe cases may require collaboration with school counsellors or professional treatment using cognitive-behavioural approaches (CBT) tailored for gambling/gaming disorders. Long-term success depends on strengthening impulse control, financial responsibility, and self-worth independent of virtual rewards.

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2.6 Information Overload & Doomscrolling

Definition of the Addiction

Information overload (IO) refers to a state where the volume of relevant and potentially useful information becomes a burden rather than a help, exceeding one's cognitive processing capacity. Put simply, it's the overwhelming feeling we get when we are bombarded with too much, too fast, and too complex information to handle effectively. This condition is also known by terms like "infobesity," "infoglut," "data smog," "information pollution," or "information anxiety" (Bawden & Robinson, 2020). The rise of ubiquitous digital information in the late twentieth century has significantly intensified the problem. Alvin Toffler, who popularized the term, emphasized that not only the volume but also the speed at which information appears plays a crucial role in creating this overwhelming sensation (Moko et al., 2023).

Doomscrolling, also known as "doomsurfing," is characterized as the persistent, excessive, and often compulsive consumption of negative, distressing, and frightening news content online, particularly via social media and mobile devices (Merriam-Webster, 2020). This behaviour gained significant popularity with the onset of the COVID-19 pandemic, as individuals compulsively sought updates on the crisis (Sekhon, 2024). It is distinct from general social media use due to its habitual nature, its initiation by environmental factors such as crises or tragedies, and its tendency to involve multi-hour sessions during which users frequently lose track of time (Berkwit, n.d.).

Causes

Digital overload and doomscrolling stem from a complex interplay of psychological, technological, and social factors.

- **Multiple and redundant information sources** With endless platforms, websites, chat apps, people often face the same information from different channels, increasing cognitive load (Moko et al., 2023).
- **Negativity Bias and Survival Instincts:** Humans possess an evolutionary negativity bias that heightens attention to threats, driving them to seek information during crises to reduce uncertainty and feel in control. Adolescents are especially vulnerable due to their developing prefrontal cortex (Krenn, 2025).
- **Dopamine-Driven Reward Loops:** Social media platforms are intentionally designed to exploit the brain's reward system. Each new "like," share, or piece of information encountered can trigger the release of dopamine, a neurotransmitter associated with pleasure and motivation
- **Fear of Missing Out (FOMO):** FOMO, an anxiety stemming from the apprehension of missing rewarding experiences, significantly contributes to doomscrolling.
- **Social Media Algorithms:** Algorithms maximize engagement by delivering personalized, often emotional or negative content through endless scrolling, encouraging prolonged, mindless use.
- **Periods of Crisis:** Events like pandemics or economic crises intensify doomscrolling, as people compulsively seek information to cope and understand unfolding situations. (Berkwit, n.d.).

Effects on Youth (cognitive, social, emotional)

Digital overload and doomscrolling profoundly impact youth across cognitive, social, and emotional domains.

❖ **Cognitive Effects**

- **Reduced Attention and Focus:** Excessive information disrupts the ability to concentrate, leading to cognitive fatigue, impaired decision-making and reduced academic performance (Krenn, 2025).
- **Decreased Memory Retention:** Constant exposure to large volumes of information hampers long-term memory formation and recall (Moko et al., 2023).
- **Difficulty Prioritizing and Processing:** Youth may struggle to filter relevant information, causing overwhelm and confusion (Bawden & Robinson, 2020).

❖ **Social Effects**

- **Social Isolation:** Excessive screen time and doomscrolling can reduce real-life social interactions, increasing isolation (Krenn, 2025).
- **Distorted Social Perceptions:** Exposure to negative content can skew views of society, fostering mistrust and cynicism (Mandliya et al., 2024).
- **Peer Influence and Pressure**: Social media dynamics may pressure youth to conform to certain behaviours, including constant comparison to others and feelings of inadequacy, diminished self-worth and envy (Mindful Health Solutions, 2023)

❖ **Emotional Effects**

- **Increased Anxiety and Stress**: Constant exposure to negative news through doomscrolling elevates stress hormones and anxiety levels (Krenn, 2025; Mandliya et al., 2024).
- **Depression and Hopelessness**: Prolonged engagement with distressing content can trigger feelings of helplessness and depressive symptoms (Berkwit, n.d.).
- **Emotional Exhaustion and Burnout**: The overwhelming inflow of information can lead to emotional fatigue, decreased motivation and even PTSD-like symptoms. (Moko et al., 2023).

How to Identify the Addiction

Recognizing addiction to information overload and doomscrolling involves noticing a range of behavioural, emotional, and physical signs. Some common signs include:

- **Compulsive Checking:** Feeling a strong, often uncontrollable urge to frequently check news feeds, social media, or notifications. This behavior can interfere with daily routines, making it difficult to focus on work, studies, or face-to-face interactions (Krenn, 2025).
- **Loss of Time Awareness:** Spending long periods scrolling or consuming information without realizing how much time has passed. This often leads to procrastination and neglect of important tasks or responsibilities (Berkwit, n.d.).
- **Emotional Dependence:** Experiencing anxiety, restlessness, or discomfort when unable to access devices or stay updated. This emotional need for constant information can increase stress levels and make it hard to relax (Mindful Health Solutions, 2023).
- **Neglect of Responsibilities:** Ignoring work, school, or personal commitments because of excessive engagement with online content. This neglect can affect performance and relationships (Mandliya et al., 2024).
- **Difficulty Disconnecting:** Struggling to reduce screen time or stop scrolling even when aware of its negative effects on mental health, sleep, or productivity. Attempts to cut back may lead to frustration or withdrawal symptoms (Psychology Today, 2025).
- **Physical Symptoms:** Experiencing eye strain, headaches, fatigue, or sleep disturbances linked to prolonged exposure to screens and constant information consumption (Moko et al., 2023).

Strategies for Prevention

Preventing addiction to information overload and doomscrolling requires conscious effort and practical strategies to manage digital consumption and promote mental well-being. Effective prevention methods include:

- **Digital Literacy and Media Education**: Educators use classroom activities to strengthen students' ability to evaluate information, detect bias, and distinguish credible sources, and thus navigate the vast digital landscape effectively. Integrating UNESCO's *MIL Curriculum* supports educators in cultivating critical and reflective online behaviour (UNESCO, 2021).
- **Healthy Screen Time Habits and Boundaries**: Schools can encourage structured routines, such as designated "offline times," screen-free study zones, and planned news breaks to prevent compulsive scrolling, and mental fatigue (Krenn, 2025; Moko et al., 2023).
- **Peer Support and Collaboration**: Cultivate relationships that are based on open, judgment-free discussions about digital challenges. Students can co-create "digital wellbeing agreements" or curate class news boards highlighting positive or solution-focused content stories.
- **Offline Engagement:** Encouraging participation in outdoor projects reading circles, and creative arts to strengthen real-world connections and reduce emotional dependence on screens (Mandliya et al., 2024).

How to Reduce or Overcome

Reducing or overcoming digital addiction, particularly information overload and doomscrolling, involves a combination of mindful practices, boundary setting, and, when necessary, professional support.

- **Digital Detoxes:** Supporting students in taking planned breaks from digital devices, often referred to as digital detoxes, can help recharge mental energy and reduce feelings of overwhelm (APA, 2023).
- **Mindful Media Consumption**: Encourage students to observe how scrolling affects emotions, discussing outcomes in class and suggesting healthier digital repsonses. Noticing how one feels whether anxious, agitated, or stressed, while scrolling can serve as a powerful motivator to disengage and stop (Berkwit, n.d.).
- **Content Curation**. Guide students to follow reliable sources and mute accounts that thrive on outrage and fear or are too biased. Collaborative classroom "feed audits" can help students build healthier, more balanced information diets (Krenn, 2025; UNESCO, 2021).
- **Using Technology Wisely:** Promote the intentional use of digital tools, such as timers, notification controls, or grayscale display settings, to support focus and limit overstimulation (OECD, 2024).
- **Professional Support**: When online habits affect emotional wellbeing or academic performance, refer students to counsellors or digital-wellbeing specialist. They are the ones that can offer effective strategies and guidance (Krenn, 2025).

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2.7 Online Chatting & Virtual Relationships

Definition of the Addiction

Online chatting and virtual-relationship addiction is a behavioural dependence in which messaging apps, social-network feeds and other real-time platforms become the primary source of social connection and emotional regulation. Sufferers devote excessive time and cognitive energy to maintaining online bonds, often at the expense of sleep, study, work and in-person relationships. The cycle is fuelled by interface features—notifications, "typing" indicators, read-receipts, that supply rapid, unpredictable social rewards and thus condition compulsive checking (Andreassen & Pallesen, 2014; Kuss & Griffiths, 2011). When the need for virtual contact intensifies, users experience craving, irritability or low mood if they cannot connect, indicating psychological withdrawal. Adolescents are especially vulnerable because online spaces offer low-risk self-presentation and instant validation during a critical period of identity formation. Over time, the behaviour shifts from purposeful communication to habitual monitoring, mirroring other behavioural addictions in tolerance, salience, conflict and relapse (Andreassen & Pallesen, 2014).

Causes

Addiction emerges from the interplay of individual vulnerabilities, persuasive design and context. Youth who report loneliness, social anxiety or diminished self-esteem often seek refuge in the less threatening, carefully curated world of text and emoji (Ciacchini et al., 2023). Platform design deepens this pull: intermittent social rewards trigger dopaminergic learning, while recommender systems extend exposure to personalised content (Bolis et al., 2025). Environmental contributors include pandemic-era shifts that normalised screen-mediated relating, lax parental supervision and blurred home–school boundaries (Chemnad et al., 2025). Finally, gaps in digital-literacy education leave many students unaware of persuasive interface tactics or the line between heavy use and dependence (Yu et al., 2024). Together, these factors create a reinforcing loop in which virtual interactions feel safer and more rewarding than offline engagement.

Effects on Youth (cognitive, social, emotional)

Cognitive. Continuous partial attention while juggling chats fragments working memory, hinders deep reading and lowers academic performance (Ferrari Junior et al., 2024).

Social. Preference for mediated contact curtails practice in decoding facial expressions and body language; many young people withdraw from clubs, sports or family meals, limiting opportunities to build real-world social capital (Ciacchini et al., 2023).

Emotional. Self-worth becomes contingent on message frequency, likes or "streaks". When online rhythms falter, users experience anxiety, irritability or depressive symptoms, some report sleep disruption and poorer quality of life (Chemnad et al., 2025; Ferrari Junior et al., 2024). Because digital break-ups or conflicts occur without the buffering signals of face-to-face interaction, emotional swings can be more extreme, perpetuating the reliance on screens for mood repair.

How to Identify the Addiction

Warning signs include preoccupation with messaging platforms, late-night use that infringes on sleep, and distress when connectivity is lost (Dong et al., 2024). Teachers may observe falling grades, inattentiveness and stealth phone use in class; parents often notice secrecy about devices, rapid mood shifts following online events and withdrawal from offline hobbies (Ciacchini et al., 2023). A practical screening approach combines behavioural observation with validated tools such as the Internet Addiction Test or the Social Networking Addiction Scale, alongside questions that probe whether online interaction is used to escape negative feelings (Chemnad et al., 2025). Persistent patterns of tolerance, loss of control, and functional impairment over several months suggest a clinical-level problem requiring intervention.

Strategies for Prevention

Prevention hinges on embedding digital-literacy and well-being curricula that teach students how algorithms capture attention, how to recognise persuasion and how to self-regulate (Yu et al., 2024). Schools can establish "device-light" zones, promote peer-led discussions about healthy screen habits and celebrate offline achievements equally with digital ones (Theopilus et al., 2024). Parents should co-create tech agreements—covering daily limits, night-time cut-offs and sharing of online experiences—to model balanced engagement (Chemnad et al., 2025). Strengthening face-to-face friendships through team sports, performing arts and service projects supplies alternative sources of belonging, reducing the emotional payoff of round-the-clock chatting.

How to Reduce or Overcome

A staged reduction plan works best. Begin with "digital curfews" (e.g., devices off one hour before bed) and app timers that constrain peak-temptation periods (Dong et al., 2024). Cognitive-behavioural therapy helps adolescents identify triggers, boredom, social anxiety, and substitute healthier coping strategies such as journalling or physical activity (Theopilus et al., 2024). Families should schedule regular tech-free rituals (shared meals, weekend outings) that reinforce offline rewards. At the systems level, addiction-aware recommender tools can throttle notifications or nudge users toward breaks when usage becomes risk-laden (Bolis et al., 2025). Progress is monitored by tracking screen-time dashboards alongside subjective well-being measures; goals focus on restoring sleep, academic focus and real-world social engagement rather than total abstinence.

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3.Lesson Plans

3.1 Social Media Addiction

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

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

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

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

Observation Tools (checklists, rubrics)

Observation Checklist for Teacher

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

Exit tickets provide evidence of reflection and self-assessment. Teacher reviews them to identify areas where students need more guidance.	
Reflection Prompts for Students	• What was the most surprising thing you learned today? • What helped you learn today? • What one change could make your social media use healthier?
Peer/Self-Assessment Templates	**Peer feedback sentence starters:** • I liked... • One thing you could add is... • This tip would work for me because...
Teacher Notes	Be mindful that some students may feel defensive or embarrassed if they recognize themselves in the examples. Normalize the experience by emphasizing that almost everyone struggles with balancing online life. Encourage positive, solution-oriented thinking rather than guilt. Watch for disengaged students; pair them with supportive peers. Anticipate varying levels of openness: some may overshare, others may resist. Keep the focus on learning practical strategies rather than moralizing.

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

Detailed Instructions

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

Encourage volunteers to share any thoughts after the survey.

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

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

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

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

	practicing digital detoxes for mental breaks, or seeking positive online communities. Circulate around the room to guide and prompt deeper thinking.
Detailed Instructions	**Sharing & Peer Feedback (5-10 minutes)** Students will share at least one personal digital well-being strategy with the whole class. Teacher can say: "Now that you've developed and discussed your digital well-being strategies, let's hear from a few of you. Who would like to share one strategy you think is especially useful or meaningful?". Have a few students share briefly (30-60 seconds): the strategy and why they chose it or how they hope it will help. After each student shares, invite a brief class discussion using: "Why do you think this strategy could be helpful?" or "What challenges might someone face in using this strategy—and how could they overcome them?". Encourage 1-2 short comments or ideas per shared strategy to keep the pace moving. **Reflection & Closure (5 minutes)** Individual reflection using an exit ticket. Hand out a "3-2-1" exit ticket to each student. Students should individually reflect on the lesson by answering the prompts: ● "3 things I learned about social media's impact on well-being," ● "2 strategies I will try this week to manage my digital habits for better mental health," ● "1 question I still have about digital well-being and self-image". Collect the exit tickets as a form of assessment and to inform future lessons. If possible, discuss the questions asked by students in the next class. End by asking: "What small change will you make this week to protect your well-being on social media?"
Link to DigRight App	Use the DigRight App's "Social Media Addiction" module. Students can test their responses in emotionally charged scenarios related to social comparison and online validation, seeing how different choices affect their in-game well-being.

Inclusion/Adaptation Tips	Provide clear, visual aids and written instructions for all activities. For students needing extra support, pair them with peers who can help explain concepts during the main task. Offer diverse options for the "Main Task," allowing students to draw or verbally present their strategies instead of writing, if preferred. Allow digital form as well. Be sensitive to potential personal struggles related to body image or mental health, ensuring a safe space for discussion.
Assessment, Evaluation & Reflection	**Formative Assessment** Formative assessment will be conducted throughout the lesson. This includes observing participation during group discussions and brainstorming (peer assessment) and reviewing the "My Digital Well-being Tracker" plans. **Self-assessment** The "3-2-1" exit tickets provide a self-assessment and a final check on student understanding of key concepts and their application. Teacher observation during the main task and sharing segments will check for students' ability to connect social media use to personal well-being and develop relevant strategies.

Observation Tools (checklists, rubrics)

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

For example:

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

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

Teacher Notes	Be mindful that some students may feel defensive or embarrassed if they recognize themselves in the examples related to self-esteem or anxiety. Normalize the experience by emphasizing that almost everyone struggles with balancing online life. Encourage positive, solution-oriented thinking rather than guilt. Watch for disengaged students; pair them with supportive peers. Keep the focus on learning practical strategies rather than moralizing.

Lesson Plan 3	
Title	Unmasking the Feed: Algorithms & Your Digital Habits.
Age Group	16–18 years old
Time Frame	45–50 minutes
Learning Objective	Students will critically analyze how social media algorithms influence their consumption habits and emotional well-being, enabling them to identify personal triggers and develop strategies to reclaim agency over their digital interactions and mitigate the risk of social media addiction.
Learning Outcomes	Students will be able to: • Explain how social media algorithms are designed to maximize engagement. • Identify at least three ways algorithms impact their personal social media use and emotional state. • Propose two practical strategies to counteract algorithmic influence and foster healthier online habits.
Tools/Materials Needed	• Projector or smartboard with speakers + PC • Short explanatory video (2-3 minutes) on social media algorithms (e.g., from a documentary clip or educational channel) • Handouts for "Algorithmic Impact Worksheet" • "Exit Ticket" worksheets (for 3-2-1 reflection) • Markers and pencils • Sticky notes • Optional: chart paper
Detailed Instructions	**Setting the Stage (10 minutes)**

	Begin with the topic: *"Today we'll explore the hidden forces shaping our online experience: social media algorithms. We'll see how they work and how they may fuel social media addiction."* Warm-up with a question: *"Do you feel your feed is perfectly tailored to you? Have you ever found yourself scrolling endlessly through content you didn't search for?"* Show a short video (2–3 minutes) introducing algorithms and their purpose. Then ask: *"How do these algorithms affect your time online? Does knowing content is curated make you feel more or less in control?"* Introduce the term **Algorithmic Influence**: powerful programs shaping feeds, leading to longer screen time, filter bubbles, and less control—contributing to addictive patterns. Next, co-create class goals: give students sticky notes to write questions (e.g., *"How can I stop scrolling?"*). Group ideas, then refine them into 1–2 actionable goals, such as *"We will explain algorithmic influence and propose strategies to manage it."*
Detailed Instructions	**Exploration / Inquiry (7 minutes)** Brainstorming the causes and consequences of algorithmic influence on digital habits. Create a table on the board with two columns: CAUSES (Why algorithms keep us hooked) and CONSEQUENCES (How they affect us). Divide students into small groups (3–4 people) and ask them to discuss and list reasons why algorithms encourage continuous engagement (e.g., personalization, reward systems, novelty) and how this affects users (e.g., FOMO, comparison, echo chambers, time loss, anxiety, sleep disruption, attention fragmentation). Each group writes at least 2 causes and 2 consequences on sticky notes. Then, have a quick share-out to compile ideas on the board **Main Task / Creation (20 minutes)** Students will create a personal plan outlining practical, actionable strategies to manage algorithmic influence and reduce the risk of social media addiction. Divide students into groups and provide the worksheet "Algorithmic Impact Worksheet." Briefly explain the purpose: "You'll be creating a strategy to improve your digital well-being by understanding and mitigating the impact of algorithms." Allow discussion and collaboration, but each student completes their own plan. Have students decide how easy or difficult the plan is going to be to implement. Students can discuss the reasons in pairs/groups. In case of any struggle, provide students with ready-to-use worksheets.

	The worksheet should guide students to: * Identify specific instances where they felt "hooked" by an algorithm. * Brainstorm and write down at least three actionable steps to regain control. Encourage them to consider: actively unfollowing irrelevant or negative accounts, seeking out diverse news sources, using browser extensions to limit tracking, setting app time limits, changing notification settings, or engaging in mindful scrolling (e.g., opening an app with a specific purpose, then closing it). * Propose an "algorithmic break" activity – an offline alternative to scrolling when feeling drawn to their device. Circulate around the room to guide and prompt deeper thinking: “How can you make these strategies truly personal and sustainable?” “What kind of content do you *want* to see, and how can you train the algorithm to show you more of that, or bypass it entirely?”
Detailed Instructions	**Sharing & Peer Feedback (8 minutes)** Students share at least one personal strategy for managing algorithmic influence with the class and assess how easy/difficult is going to be to implement and why.. Teacher can say: “Now that you’ve developed your strategies, let’s hear from you. Who would like to share one strategy you think is useful battling algorithmic influence?” Students share briefly the strategy and why they chose it or how they hope it will help. After that invite a brief discussion using the following questions: * “Why do you think this strategy could be helpful, especially given what we learned about algorithms?” * “What challenges might someone face in using this strategy—and how could they overcome them?” Encourage comments or ideas per shared strategy to keep the pace moving. **Reflection & Closure (5–10 minutes)** Individual reflection using an exit ticket. Hand out to each student a **"3-2-1" exit ticket**. Students should individually reflect on the lesson by answering the following prompts: "3 things I learned about algorithmic influence and social media addiction," "2 strategies I will try this week to manage my social media habits," "1 question I still have about digital well-being." Collect the exit tickets as a form of assessment and to inform future lessons. If possible, discuss the questions in the next class. Also, have students to share what strategies proved easy/difficult and which were useful in real life.

Link to DigRight App	Use the DigRight App's "Social Media Addiction" module to explore real-life decision-making influenced by app design. Students can test how they respond emotionally and cognitively persuasive scenarios.
Inclusion/Adaptation Tips	• Provide clear, visual aids and written instructions for all activities. • For students needing extra support, pair them with peers who can help explain concepts or formulate strategies during the main task. • Offer diverse options for the "Main Task," allowing students to draw or verbally present their strategies instead of writing, if preferred. • Consider providing examples of common algorithmic "hooks" for discussion.
Assessment, Evaluation & Reflection	**Formative Assessment** Formative assessment will be conducted throughout the lesson. This includes observing participation during group discussions and brainstorming (peer assessment) and reviewing the "Algorithmic Impact Worksheets." **Self-assessment** The **"3-2-1" exit tickets** provide a self-assessment and a final check on student understanding of the key concepts and their application, specifically regarding algorithmic influence on social media addiction. Teacher questions during group work will gauge depth of understanding.

Observation Tools (checklists, rubrics)

Observation Checklist for Teacher:

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

Reflection Prompts for Students	• How has today's lesson changed the way I think about the content I see online? • What is one thing I am going to do differently starting today to be more mindful of algorithmic influence?
Peer/Self-Assessment Templates	**Self-Assessment Checklist – Algorithmic Awareness**:

Statement	Yes	No
I understand how algorithms influence my social media use.	☐	☐
I have created a realistic plan to manage algorithmic influence.	☐	☐
I feel confident I can try at least one strategy this week.	☐	☐

Optional Reflection

- What is one thing I'm proud of in my plan?
- What could I improve or add?

Teacher Notes	Observe student interactions during the "Exploration/Inquiry" phase to raise their awareness of subtle digital habits. Anticipate that some students may feel overwhelmed or defensive upon realizing the extent of algorithmic control; frame the lesson around empowerment and regaining control, not just limiting access. Pay attention to students who seem particularly engaged or distressed by the topics discussed. Encourage positive, solution-oriented thinking rather than guilt.

APPENDIX I – IMPACT WORKSHEET

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

Lesson Plan 4	
Title	Helping Teens Manage Social Media Use
Age Group	Parents of teenagers aged 12–18
Time Frame	60 minutes
Learning Objective	Parents will gain awareness of the signs of social media addiction in teenagers, understand its emotional, cognitive, and social impacts, and learn effective, supportive strategies for guiding healthier online behaviors. They will leave with practical tools to initiate constructive conversations and set balanced digital boundaries at home.
Learning Outcomes	• Parents can identify at least three warning signs of social media addiction in teens. • Parents can apply two strategies to support balanced digital use at home. • Parents reflect on their own role as digital role models.
Tools/Materials Needed	• Projector/smartboard • Short awareness video (2–3 min) on teen screen time: • Printed handouts (warning signs checklist, conversation starters, family agreement template) • Sticky notes, pens, flipchart/markers
Detailed Instructions	**Setting the Stage (10 minutes)** Begin with a short video showing how teens spend hours on social media and how this affects sleep, school, and emotions. Ask parents: *"Does this look familiar?"* Present a set of testimonials from teenagers on social media use: "I just want to stop scrolling, but I don't know how". Tom, 16. "I just feel I need my phone, you know? Like it helps me get through the day", Addie, 17. "I feel like i'm a lot more insecure when I was at the start of the year" Anna, 15 "I'm really upset when I don't get many likes" Tom, 14. Invite 2–3 volunteers to share short stories about their teens' digital habits. Then, outline the session goals: recognizing **signs** of unhealthy use, exploring **causes**, and discussing **strategies**. Stress that the purpose is not blame, but guidance and support. Ask: *"What challenges do you face in guiding your child's screen use?"*

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

<table>
<tr><td>Inclusion/Adaptation Tips</td><td>

Offer simple visuals (icons, diagrams) for key ideas.
Ensure a non-judgmental, supportive atmosphere that respects different parenting styles.
For multilingual families: encourage shared family language routines, set device-free zones, scheduled social media times.
For families of limited literacy: visual cues, oral instructions, role modeling, storytelling sessions, routines rather than abstract rules, timers, visual clocks.
For families with an elder family caretaker: off-line activities, sharing experience and stories, showing positive online use.
Single parents families: clear simple routines, single parent as a role model, positive reinforcement, maximizing limited quality time.

</td></tr>
<tr><td>Assessment, Evaluation & Reflection</td><td>
Formative assessment
Formative assessment is based on active participation in group discussions, quality of strategies suggested, and reflection on exit cards.

Self-assessment
Self-assessment occurs when parents write personal action steps, while peer assessment happens through feedback during group sharing. The goal is not to evaluate correctness but to ensure parents leave with practical, realistic ideas tailored to their family situations.
Have parents reflect on their own social media use habits.

<table>
<tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td>I am aware of how much time I spend on social media.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>I feel mindful of how much social media affects my mood.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>My social media use does not interfere with attention to my family.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>I use social media purposefully, not just mindlessly scrolling.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>I regularly reflect on my social media habits and make adjustments.</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

If possible, organize a follow-up meeting during which parents will share what strategies they applied, what worked and what didn’t.
</td></tr>
</table>

Observation Tools (checklists, rubrics)

Observation Checklist for Facilitator

	yes	no
• Parents can identify at least 2 warning signs.		

• Parents contribute at least one strategy during group work.		
• Parents engages respectfully in peer feedback.		

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

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

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

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

APPENDIX I - WARNING SIGNS CHECKLIST FOR PARENTS

BEHAVIORAL SIGNS

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

EMOTIONAL SIGNS

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

SOCIAL SIGNS

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

PHYSICAL SIGNS

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

CONVERSATION STARTERS:

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

APPENDIX II - FAMILY DIGITAL AGREEMENT

Date:_____

Family members participating: _____

1. Our shared purpose

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

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

2. Screen Time Boundaries

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

Examples (customize as needed):

1. No phones during family meals or game nights.

2. All devices charged outside bedrooms at night (by _____ p.m.).

3. Daily screen time limit: _____ hours for social media.

4. Try at least one screen-free activity daily (walk, reading, hobby, etc.).

5. _____

3. Healthy Use & Mental Well-Being

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

We will:

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

4. Respect & Privacy

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

We will:

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

5. Safety & Responsibility

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

We will:

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

🕊️ **6. Family Accountability**

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

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

7. Our Family Commitment

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

Family Member Signature Date

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

Detailed Instructions	**Exploration / Inquiry (5–10 minutes)** Divide the class into small groups. Ask them to brainstorm two questions: 1. *Why do people our age get hooked on social media?* 2. *What are the most serious consequences you've observed in friends or yourself?* Each group lists ideas on paper or digitally. Encourage them to think about mental health (anxiety, comparison), academics (procrastination, lost focus), and relationships (FOMO, online vs. offline imbalance). Groups share highlights; teacher notes them on the board, creating a mind map of "causes and consequences." **Main Task / Creation (20–25 minutes)** Assign the main activity: **Designing a Personal "Digital Balance Plan."** Each student receives a worksheet divided into three parts: 1. **Self-diagnosis:** Track personal screen habits (approx. hours per day, most-used platforms, peak times). 2. **Warning signs:** Identify 2–3 personal signs of overuse (e.g., checking phone first thing in the morning, losing sleep, missing deadlines). 3. **Action plan:** Create 2-3 realistic strategies to reduce screen time (e.g., setting app timers, phone-free meals, scheduling offline activities). Students then pair up and exchange plans. Each partner provides constructive feedback: *"Your plan is realistic because…", "You might try adding…"*. Teacher circulates, supporting with prompts: *"Would this work during exam season?"*, *"What offline activity could replace scrolling?"*. The goal is to create a concrete, personalized action plan each student can use after class. For better time-management provide students with some ideas to choose from. **Sharing & Peer Feedback (5–10 minutes)** Volunteers share one strategy from their action plans. Encourage them to assess how easy or difficult it is going to be to implement. The class gives short peer feedback using sentence starters provided on the board: *"This is practical because…", "It might be hard because…"*. Encourage positive reinforcement and realism. Emphasize that there is no single perfect solution, but strategies must be doable and personal.

<table>
<tr><td></td><td>Reflection & Closure (5–10 minutes)

Hand out exit tickets with 3–2–1 prompt:
3 things I learned today
2 strategies I will actually try
1 obstacle I might face
Close the lesson with a group reflection: “What would life look like with 1 hour less of social media every day?” Encourage students to visualize the benefits (more time, better focus, improved sleep</td></tr>
<tr><td>Link to DigRight App</td><td>Use the DigRight App's "Social Media Addiction" module to explore real-life decision-making influenced by app design. Students can test how they would respond in emotionally and cognitively persuasive scenarios.</td></tr>
<tr><td>Inclusion/Adaptation Tips</td><td>Allow oral responses instead of written work for students with writing difficulties.
Encourage international students to discuss platforms popular in their culture.
Provide guiding sentence starters for reflection (e.g., “I spend most time on... because...”).
Encourage anonymous sharing of plans if students feel uncomfortable.</td></tr>
<tr><td>Assessment, Evaluation & Reflection</td><td>Formative Assessment
Formative assessment will be the main tool: teacher observes group discussions and checks whether students critically identify causes, effects, and strategies.

Peer Assessment
Peer assessment occurs during plan exchanges, ensuring students provide constructive, respectful input. Self-assessment is achieved through the “Digital Balance Plan” and exit tickets, which reveal individual reflections and commitments. The focus is not on correctness, but on awareness, depth of thought, and realistic goal setting.

If possible, discuss the implementation of students’ plans during next lesson. Was it easy? Difficult? What worked? What didn’t? What was helpful?</td></tr>
<tr><td colspan="2">Observation Tools (checklists, rubrics)

Observation Checklist for Teacher

<table><tr><th>Student Name</th><th>Identifies at least one personal sign of overuse</th><th>Suggests 2+ realistic coping strategies</th><th>Engages in peer feedback constructively</th><th>Comments</th></tr></table></td></tr>
</table>

	☐	☐	☐	
	☐	☐	☐	
	☐	☐	☐	
	☐	☐	☐	

Exit Ticket – 3–2–1 Reflection

Name: _____

3 Things I Learned Today

1. _____
2. _____
3. _____

2 Strategies I Will Actually Try

1. _____
2. _____

1 Obstacle I Might Face

1. _____

Reflection Prompts for Students	• Which part of your plan will be hardest to follow? • How do you feel after writing down your strategies? • What one small change will you commit to this week?
Peer/Self-Assessment Templates	**Peer feedback starters:** • I like this idea because… • One way to adapt it could be… • This could work in my family because… **Questions for Self-Assessment:**

Which apps or platforms do I use the most?	
About how many hours a day do I spend online?	
What kind of content do algorithms mostly show me?	
How does the content I see make me feel?	
Do I often lose track of time online?	
Do I use technology for learning or just for fun? **Warning signs:** Loss of time Mood changes Distraction Sleep problems Algorithmic control	

Action Plan Action plan - ideas and assessment: *easy / moderate / difficult to implement*:

Be more aware of algorithmic influence	Watch one short video about how recommendation systems work	
Reduce screen time	Set a 2-hour daily limit on TikTok and YouTube	
Improve sleep	No phone use after 10:00 p.m.	
Make my feed more positive	Follow educational and motivational accounts	
💬 Reflect and adjust	Write a short reflection each week about how I feel	

Teacher Notes	Anticipate initial defensiveness — some students may downplay their usage or joke about addiction. Normalize the struggle by framing it as a common challenge, not a weakness. Watch for students who may reveal more serious struggles (e.g., anxiety, insomnia) and be prepared to redirect them to campus support services if needed. Focus on practicality: avoid overly idealistic solutions, instead encourage small, realistic steps that can be built upon.

3.2 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

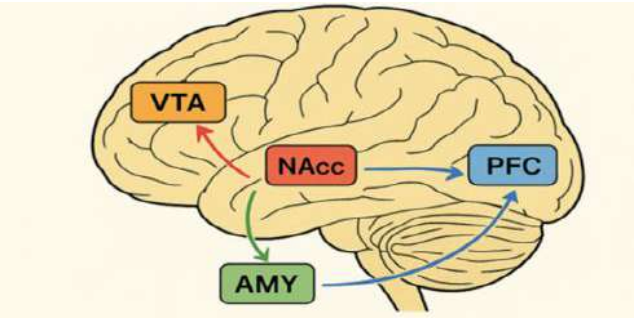
Name: _____

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

Thee: Play Game > Prefrontal Cortex

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. ➞ *Goal: Promote symbolic thinking and deeper expression*.
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):
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					

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	☐	☐	☐

<table>
<tr>
<td></td>
<td>
<table>
<tr><td>Develops a value-driven manifesto</td><td>☐</td><td>☐</td><td>☐</td></tr>
</table>

Manifesto Evaluation Table
<table>
<tr><th>Criteria</th><th>Excellent</th><th>Good</th><th>Needs Improvement</th></tr>
<tr><td>Clarity of message</td><td>☐</td><td>☐</td><td>☐</td></tr>
<tr><td>Consistency with real values</td><td>☐</td><td>☐</td><td>☐</td></tr>
<tr><td>Originality and self-awareness</td><td>☐</td><td>☐</td><td>☐</td></tr>
</table>

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: _____
</td>
</tr>
<tr>
<td>Teacher Notes</td>
<td>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.</td>
</tr>
</table>

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).

Co-funded by the European Union

	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: ○ *"Dear Family, I am writing this today after realizing that..."* ○ *"My goal for us is..."* ○ *"The part I will try hardest to keep is..."* ○ *"In 6 months, I hope we..."* ● 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): *How Dopamine Works* (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: *"The average teen gamer plays over 2 hours a day—more on weekends."* ➞ Purpose: Raise awareness of unconscious playtime
Detailed Instructions	Exploration (10 minutes): **Visual Exploration:** Show the **Brain Reward Loop Map** (highlight dopamine release with rewards).

<table>
<tr><td></td><td>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.</td></tr>
<tr><td>Detailed Instructions</td><td>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><td></td><td>😢 (Drained/Sad)</td><td>😐 (Meh/Neutral)</td><td>😊 (Satisfied/ Happy)</td><td>😅 (Stressed /Anxious)</td></tr><tr><td>How often?</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td></tr></table>
3. 🛡️ My Plan for a Healthier Boundary:</td></tr>
</table>

	• "Next time, I will try to:" ○ ⏰ Set a timer *before* 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 *Digital Detox Plan Template*. 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.

3.3 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., Common Sense Media*).
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		*(e.g., mentions specific effects)*
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 (*provided by teacher*) ▪ 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 (*matching emotions with tech situations*)
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., "*Didn't get enough likes on a post*", "*Argument via text*", "*Saw friends hanging out without you on social media*") ● 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., face-to-face talk, journaling, taking a walk, screen breaks*) ● Write these on the board. **Closing challenge (5 mins)** ● Each student writes one "Connection Challenge" on a card: ○ Example: "*Talk to a friend in person instead of texting this week*" ● 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	*Vague or off topic*	*Identifies 1 effect*	*Explains multiple effects clearly*
Personal insight	*None or unclear*	*Some effort shown*	*Honest, thoughtful, and specific*
Strategy proposed	*Unrelated or unrealistic*	*Basic or general*	*Realistic and relevant*

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 "*healthy*" 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	*Observe:* • Are students **engaged and empathetic** during scenario discussions? • Do students relate personally but **respect boundaries**? • Are strategies **realistic** or just generic answers? *Anticipate:* • **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 (*with consent*)
Detailed Instructions	**Intro discussion (5 mins)** ● Ask students: "*How many hours do you think you spend on your phone each day?*" ● 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 *screen-time app check* 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 (*this builds peer ownership and accountability*) **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 (*individual*)** ● 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	*Minimal insight*	*General ideas*	*Clear, personal examples*
Strategy quality	*Vague or unrealistic*	*Basic strategies*	*Specific and practical solutions*
Ownership	*Passive tone*	*Moderate effort*	*Active commitment and intention*

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	*Observe:* • Are students being **honest** in self-reflection? • Are strategies **realistic and personalized**? • Do students engage constructively in discussion? *Anticipate:* • 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: "*Signs of a Balanced Digital Life*" (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 (*this could close the loop and promote metacognitive skills*)
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	*Vague or unclear*	*General patterns*	*Specific, personal insights*
Goal-setting	*Unrealistic or generic*	*Some thought*	*Clear, meaningful, achievable*
Plan completeness	*Incomplete*	*Mostly filled*	*Fully developed with creative detail*

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	***Self-assessment checklist*** ● 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	*Observe:* ● Are students showing **authentic** reflection? ● Are they connecting personal insight with meaningful change? ● Are they **supportive** of peers' goals? *Anticipate:* ● 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: '*How are you doing with the goal you set last week?*'
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 Reset cards. **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 *Reset card*		

Simple rubric (for Action Plan)

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

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.

3.4 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: *"Why Do We Binge-Watch?"* (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: *Understanding causes and impacts* 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: *Designing solutions* ● 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?"*

	Aifter 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 participates in discussion	Can define "information 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:**

Statement	Yes	No
I contributed to the discussion	☐	☐
I listened to my groupmates	☐	☐
I offered a new solution	☐	☐
I learned something valuable	☐	☐

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

Stage	Duration	Key Focus
Setting the Stage	5 min	Activate prior knowledge + co-define goals
Exploration	10 min	Causes, impacts, algorithmic influence
Main Task	20 min	Strategy creation, differentiation
Sharing & Feedback	8 min	Peer evaluation, improvement cycle
Reflection	5–7 min	Self-assessment, class chart

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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: *"There are 24 hours in a day... but where do they go?"* Brainstorming: *"How many hours per day are spent watching videos or on social media?"* Students share short responses; teacher guides reflection toward *time displacement* and *balance*.

	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: • *"What similarities do you notice in time-loss areas?"* • *"Which strategies sound most realistic and why?"* Groups quickly discuss emerging class-wide patterns → build shared awareness. *"Which strategies seem most effective and why?"* Teacher prompt: *"What similarities do you notice between groups' ideas?"*
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:*

Check your answers:

Statement	Yes	No
My plan is balanced	☐	☐
My goal is achievable	☐	☐
I contributed to my partner's idea	☐	☐
I discovered something new	☐	☐

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	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 pairiring 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**: 1. Problem (situation of overconsumption) 2. Algorithmic Influence (mechanism or feature involved) 3. Personal or collective Solution (practical strategy for conscious viewing) Encourage use of specific platform examples (YouTube, TikTok, Netflix). Assign **structured roles** in each group: ● *Explainer* (describes problem) ● *Connector* (links to algorithmic feature) ● *Solution-Maker* (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

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 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?"

	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?** ✎ *Write here:* _____ _____
Teacher Notes	Create a supportive atmosphere — emphasize honesty, not perfection. Encourage sustainable, not extreme, rules. Use sample prompts to scaffold discussions for shy students.

3.5 Online Gambling & Microtransactions

Lesson Plan 1	
Title	Mood Swings and Gambling: Learning from Carlos's Story
Age Group	14–16 years old
Time Frame	45-50 minutes
Learning Objective	Students will explore the emotional consequences of gambling wins and losses through a relatable scenario. They will reflect on how addictive behaviors can affect relationships and mental wellbeing and identify healthy coping strategies, including the importance of seeking help when needed. The lesson will also introduce gambling-like features found in digital games (e.g. loot boxes, microtransactions) and highlight cognitive biases such as the illusion of control and chasing losses.
Learning Outcomes	• Students will recognize mood changes associated with gambling behavior • Students will evaluate the emotional and social consequences of addiction • Students will identify and discuss appropriate help-seeking strategies • Students will understand common gambling mechanics and persuasive design features • Students will recognize cognitive biases that contribute to continued risky behavior
Tools/Materials Needed	• Printed or projected comic strip: “Win Some, Lose Yourself” • Printed discussion questions and decision prompt • Pens, sticky notes, A4 paper • Optional: Whiteboard or flipchart

Detailed Instructions	**Setting the Stage (5 - 10 minutes)** Begin with a class discussion: “Have you ever noticed how people’s moods can change drastically when money is involved—like when they win or lose?” Show the comic panels of Carlos’s story. Ask students: “What do you think Carlos is feeling in each panel?” Connect it to their own emotional highs and lows in daily life. Briefly introduce gambling mechanics and persuasive design features commonly found in games—such as loot boxes, microtransactions, flashy reward animations, or near-misses. Ask: - “Why might features like this make someone feel excited or in control even when they aren’t?” - “How might they trigger emotional highs and lows similar to gambling?” Co-define today’s goal: “We’re going to look at how gambling affects emotions—and what to do when those emotions start hurting us or others.” **Exploration / Inquiry (5 - 10 minutes)** Have students pair up. Ask: “What are the causes of Carlos’s mood swings?” and “How do his reactions affect others?” Ask them to brainstorm answers and write down 2–3 consequences of gambling-related emotional highs and lows. Then regroup and collect ideas on the board under “Effects on Self” and “Effects on Others.” This leads to recognizing emotional patterns and consequences of addictive behavior.
Detailed Instructions	**Main Task / Creation (20 minutes)** Split students into small groups (3–4 per group). Each group is given the discussion question: “What’s the best way Carlos can handle this?” a) Take a break from betting and talk to someone about how it’s affecting him b) Keep betting and try to control his emotions better c) Only bet small amounts so the mood swings won’t be as bad They must choose one answer and justify it in a mini-poster or role play. They can rewrite Carlos’s story to show a healthier path, or act out how a friend might support Carlos. Encourage creativity—use speech bubbles, emojis, or short scripts. This allows emotional processing through narrative and active learning. Offer optional formats such as drawing a short comic, writing an advice letter to Carlos, or recording an audio message to support different learning preferences **Sharing & Peer Feedback (10-15 minutes)** Groups share their posters or performances. After each, classmates use a simple feedback frame:

	• "One thing I liked..." • "One thing that could be improved..." • "One thing Carlos could do next..." This builds empathy, reinforces learning through peer examples, and encourages reflective dialogue. **Reflection & Closure (5-10 minutes)** Ask students to individually complete a "3-2-1" exit ticket: • 3 things Carlos did or felt • 2 consequences of gambling that stood out • 1 thing they could do if a friend felt like Carlos Collect responses anonymously. Briefly highlight themes like asking for help, talking to trusted adults, or stopping risky behavior. Wrap up by reinforcing the message: "Feeling bad after a loss is normal—but when it starts hurting your relationships or self-esteem, it's time to reach out."
Link to DigRight App	Students can explore more stories and coping strategies in the DigRight App.
Inclusion/Adaptation Tips	Use visuals, role play and open-ended responses to accommodate varied learning needs. Allow written or verbal expression for reflection. Provide comic panels with simple captions for students who need visual support or language scaffolding.
Assessment, Evaluation & Reflection	**Formative Assessement** Formative assessment through observation of participation in discussions and group work. Use the "3-2-1" exit tickets to gauge individual understanding. **Peer Feedback** Encourage peer feedback during sharing, focusing on respectful and constructive comments. Assess emotional awareness and ability to suggest support strategies.
Observation Tools (checklist, rubrics) Create a simple observation checklist to monitor:	

- Participation in group discussion
- Ability to identify consequences of gambling
- Thoughtfulness in choosing coping strategies
- Empathy in responses and feedback

Sample Checklist:

Student Name:			
Criteria	**Yes**	**Somewhat**	**Not Yet**
Identified emotional impact			
Suggested a positive coping strategy			
Engaged respectfully in group work			

Rubric (for group task):

Group	**Criteria**	**Excellent (3)**	**Satisfactory (2)**	**Needs Support (1)**
	Clear message on coping	✅	⚠️	❌
	Creative presentation	✅	⚠️	❌
	Team collaboration	✅	⚠️	❌

Reflection Prompts for Students	• "How did this story make you feel?" • "What would you tell Carlos if he were your friend?" • "When do you think someone should ask for help?" • "What did you notice about how you and your group worked together?"
Peer/Self-Assessment Templates	Short checklist: • I participated in the group task • I listened to others' ideas • I helped create a solution for Carlos • I can explain why asking for help is important

Teacher Notes	Watch for emotional reactions—some students may relate personally. Encourage a safe, respectful space for sharing. Be ready to refer students to school counselors if deeper concerns arise. Anticipate varying levels of maturity and adjust how much detail you go into around gambling mechanisms. Add guidance on explaining gambling-like game mechanics and persuasive features.

Lesson Plan 2	
Title	When a Skin Costs More Than You Think: Liam's Story
Age Group	13–14 years old
Time Frame	45-50 minutes
Learning Objective	Students will explore the emotional, social, and ethical consequences of in game purchase addiction through Liam's story. They will reflect on spending behavior, *analyze manipulative game design*, and discuss strategies for supporting healthy digital habits and responsible decision-making.
Learning Outcomes	• Describe and explain signs of addictive in game spending behavior • Understand emotional and financial impacts on self and others • Propose responsible strategies for spending, communication, and support
Tools/Materials Needed	• Printed or projected comic strip: "Liam's Story: One Skin Too Far" (The teacher will select an image from the DigRight app that illustrates the lesson's topic.) • Group discussion prompts • Paper, markers, sticky notes • Optional: whiteboard or flipchart for collective input
Detailed Instructions	**Setting the Stage (5 - 10 minutes)** Begin with the question: *"Why do some games make it so tempting to spend money?"* Show or describe examples of games that encourage microtransactions (Gacha systems, cosmetic skins, loot boxes, battle passes). Highlight Liam's emotional shift from excitement to panic or guilt. Co-define today's goal: *"We'll explore how in-game purchases spiral out of control—and what we can do to prevent that."* **Exploration / Inquiry (5 - 10 minutes)** Have students pair up to analyze Liam's actions. Guiding questions:

	- "What pushed Liam to keep spending?" - "What are the consequences for Liam and his family?" - **"How might game designers have persuaded Liam to spend more money? What mechanics or psychological tricks were used?"** (Example: **FOMO**, limited-time items, reward loops, social comparison, flashy animations) Pairs list: - One emotional effect - One financial/social consequence Teacher gathers responses under **"Liam's Feelings"** and **"Consequences for Others."**
Detailed Instructions	**Main Task / Creation (20 minutes)** Students form groups of 3–4. Instead of choosing from preset options, groups **co-create their own answer to the question:** **"What should Liam do next?"** They design: - A mini-poster, - A continuation of the comic, or - A short skit. Encourage emotional depth, realism, and clear reasoning. Suggest including thought bubbles, internal monologues, or representations of game mechanic pressure. Add an optional constructivist extension: **"If Liam's younger cousin asks for advice, what should he say?"** Groups integrate advice into their product. **Sharing & Peer Feedback (10-15 minutes)** Each group presents. Peers offer feedback using: - **One thing I liked...** - **One thing to improve...** - **One helpful idea Liam could use...**

<table>
<tr><td></td><td>

- **One new idea I learned from this group was…**

This deepens reflective and collaborative thinking.

Reflection & Closure (5-10 minutes)

Students complete a **3–2–1 exit ticket**:

- 3 things Liam felt or did
- 2 consequences of his actions
- 1 thing they would personally advise him

Reinforce key message:
"It's easy to lose track of spending—but hiding it doesn't make things better. Asking for support is a sign of strength."
</td></tr>
<tr><td>Link to DigRight App</td><td>Students can explore stories, challenges, and digital wellbeing tools in the DigRight App.</td></tr>
<tr><td>Inclusion/Adaptation Tips</td><td>Use visuals and group formats to support language learners and students with emotional challenges. Provide roles for hesitant students (writer, artist, observer). Allow drawing or oral responses.</td></tr>
<tr><td>Assessment, Evaluation & Reflection</td><td>Observation of collaboration and critical thinking during discussions.
Peer feedback focusing on empathy and reasoning.
Exit tickets for individual understanding.</td></tr>
<tr><td colspan="2">Observation Tools (checklist, rubrics)

Observation checklist:
- Participation in discussions
- Ability to identify emotional and financial consequences
- Understanding of game design manipulation
- Quality of proposed strategies

Rubric

<table>
<tr><th>Group</th><th>Criteria</th><th>Excellent (3)</th><th>Satisfactory (2)</th><th>Needs Support (1)</th></tr>
<tr><td></td><td>Relevance and empathy</td><td>✅</td><td>⚠️</td><td>❌</td></tr>
<tr><td></td><td>Creative presentation</td><td>✅</td><td>⚠️</td><td>❌</td></tr>
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	Team collaboration	✅	⚠️	❌

Reflection Prompts for Students	• What do you think Liam should've done differently? • How would you feel in his place? • When should someone ask for help? • What advice should Liam give to someone younger facing the same situation?
Peer/Self-Assessment Templates	Short checklist: • "One thing my group helped me understand was..." • "One new strategy for responsible gaming I learned today..." • "One idea I contributed that helped my group was..."
Teacher Notes	Be alert for students who might relate personally or disclose spending issues. Offer reassurance and recommend school counseling support if necessary. Keep the tone focused on understanding, not judgment.

Lesson Plan 3	
Title	Understanding Digital Spending and Honesty
Age Group	12-14 years old
Time Frame	45-50 minutes
Learning Objective	Students will explore the reasons behind dishonesty related to digital spending and borrowing money for online purchases. They will understand the emotional and social consequences of these behaviors and develop strategies to promote honesty and responsible financial habits in digital contexts.
Learning Outcomes	• Identify common reasons why young people lie about digital spending or borrow money secretly; • Recognize the emotional and social impact of dishonesty regarding digital purchases; • Create personal or group strategies to encourage honest communication and responsible spending.
Tools/Materials Needed	• Projector or screen for video; • Scenarios from the DigRight app, site or EduKit; • Worksheet for reflection; • Pens/pencils; • Chart paper or whiteboard; • Sticky notes or index cards.
Detailed Instructions	**Setting the Stage (5 - 10 minutes)** Start by asking students to think about times when someone they know might have hidden spending or borrowed money without telling the truth. Show the comic strip from the DigRight app or website illustrating a young person lying about digital purchases. Engage students by asking: - "Why might someone lie about how much they spend online?" and - "What feelings might lead to borrowing money secretly?"

	This helps activate prior knowledge and creates a safe space for open discussion. **Exploration / Inquiry (5 - 10 minutes)** In small groups, students brainstorm the reasons why someone might hide or lie about digital spending. Guide them to consider factors like peer pressure, fear of punishment, or addiction. Then, have them discuss possible consequences of dishonesty, including damaged trust and financial problems. Groups share their ideas, helping the class build a shared understanding of the issue's complexity. Questions to be ask while sharing ideas: - What design features of games/apps might make it harder to be honest? - Do you think the games are designed to manipulate people into spending? How? - Is morally correct to monetize addiction?
Detailed Instructions	**Main Task / Creation (20 minutes)** Students work individually or in pairs to develop a short role-play or skit demonstrating a situation involving digital spending dishonesty and how it can be resolved through honest communication. Encourage them to show both the problem and a positive solution. Alternatively, students can create posters or digital messages promoting honesty and responsible digital spending, including tips on asking for help or managing impulses. **Sharing & Peer Feedback (10-15 minutes)** Students present their role-plays or posters to the class. After each presentation, peers provide feedback using prompts such as: - "What was the main message?" - "How did the solution feel realistic?" and - "What advice would you add?" This peer interaction deepens understanding and builds communication skills. **Reflection & Closure (5-10 minutes)** Ask students to complete a reflection journal or "3-2-1" exit ticket:

	- 3 things they learned about honesty and digital spending, - 2 challenges they might face in being honest, and - 1 action they will take to improve their own spending habits. Optionally, facilitate a brief group discussion emphasizing that honesty builds trust and helps prevent financial and emotional problems.
Link to DigRight App	Use DigRight app modules focused on digital decision-making and financial responsibility to reinforce lessons on honesty and money management. Using the comic strips illustrations.
Inclusion/Adaptation Tips	Provide role-play scripts or sentence starters for students who need support with language or social skills. Use visual aids and allow alternative presentation formats, you can find them in DigRight app, website and EduKit. Encourage peer support and small group work to build confidence.
Assessment, Evaluation & Reflection	**Formative Assessment** Formative assessment through observation of group discussions and role-play participation. **Self-assessment** Self-assessment via reflection journals or exit tickets. Peer feedback evaluates understanding and communication. Teacher notes document engagement and comprehension

Observation Tools (checklist, rubrics)

Rubric

Criteria	Excellent (3)	Satisfactory (2)	Needs Support (1)
Understanding of Honesty and Consequences	Shows a deep, clear understanding of honesty; thoroughly explains consequences and their impact on self and others.	Shows a clear understanding; explains consequences with some detail.	Shows partial understanding; explanation of consequences is limited or unclear.
Creativity and Realism in Role-Plays or Posters	Highly creative ideas; scenarios/posters are realistic and strongly connected to real-life situations.	Creative and mostly realistic; good connection to real-life contexts.	Some creativity but limited realism; ideas may be basic or inconsistent.

Collaboration and Respectful Communication	Consistently works well with peers; communicates respectfully and contributes positively.	Usually cooperative; communicates respectfully most of the time.	Sometimes works cooperatively; communication may be inconsistent.
Quality of Peer Feedback	Feedback is specific, thoughtful, and constructive; always respectful.	Feedback is generally clear and constructive; respectful.	Feedback is vague or only somewhat helpful; may lack clarity.

Observation checklist :

Student Name:					
Skill Area	**Observed Behaviours**	**Yes**	**Sometimes**	**No**	**Comments**
Participation	Actively engages in the activity; follows instructions; contributes to tasks.				
Empathy	Shows care for others' feelings; listens to peers; considers different perspectives.				
Respectful Communication	Speaks politely; takes turns; avoids interrupting; uses positive language.				
Collaboration	Works cooperatively; helps peers; shares responsibilities fairly.				
Problem-Solving	Tries different strategies; stays calm; helps resolve group challenges.				
Awareness of Consequences	Can explain or recognize consequences of actions during activities.				

Reflection Prompts for Students	• Why is honesty important when it comes to digital spending? • What makes it hard to be honest about money?

	• How can you support friends who might be struggling with digital spending? • How can you identify a game, app, site that is trying to manipulate you into spending money? • Is the obsession for making money a process of dehumanization? (for advance students)
Peer/Self-Assessment Templates	Checklist example: • I shared my ideas clearly. • I listened carefully to others. • I gave helpful feedback. • I learned something new about honesty.
Teacher Notes	Watch for signs of discomfort or denial when discussing dishonesty. Encourage openness but respect boundaries. Be alert to students who may have personal experience with financial stress or digital spending issues, and provide discreet support or referrals as needed.

APPENDIX I - REFLECTION JOURNAL: DIGITAL SPENDING & HONESTY

Name: _____ **Date:** _____

1. What did I learn today about digital spending and honesty?

(Write 2–3 sentences explaining your key takeaways from today's lesson.)

_____

_____

_____

2. Why might someone lie about spending or borrowing money online?

(List 2–3 possible reasons in your own words.)

- _____
- _____
- _____

3. How does dishonesty about spending affect relationships (family, friends)?

(Explain how others may feel or be affected.)

_____

_____

4. What can I do if I feel tempted to hide my spending or borrow secretly?

(Write 1–2 positive strategies or actions you could take.)

_____

_____

5. 3-2-1 Exit Reflection

- ✅ **3 things I learned today:**
  1. _____
  2. _____
  3. _____

- ❓ **2 questions I still have:**
    1. _____
    2. _____
- 💡 **1 thing I will do differently from now on:**
    1. _____

Lesson Plan 4	
Title	Just one more spin - Online Betting Games: Learning from Noah's Story
Age Group	16 - 18 years old
Time Frame	45-50 minutes
Learning Objective	Students will critically examine how online betting-style games use persuasive design to influence users' emotions and decisions. They will explore how individual behaviour interacts with broader systems, such as monetization models, platform design, and regulatory debates, and co-develop strategies and questions for healthier digital engagement and social advocacy.
Learning Outcomes	• Analyze how persuasive design strategies (e.g., variable reward loops, near misses, loot boxes) influence player behaviour, decision-making, and risk-taking • Evaluate how individual choices interact with systemic factors such as monetization, industry incentives, and digital gambling regulations • Critically reflect on broader societal and ethical implications of gambling-style mechanics in games (e.g., youth exposure, legislation, corporate responsibility) • Co-create strategies or proposals addressing both individual well-being and systemic change
Tools/Materials Needed	• Printed or projected comic strip: "Just One More Spin" • Examples of persuasive game mechanics (loot box screenshots, in-app popups) • Printed discussion questions • Pens, sticky notes, A4 paper • Optional: article on loot box regulation • Whiteboard or flipchart
Detailed Instructions	**Setting the Stage (5 - 7 minutes)** Begin with a short question or poll: "How many of you have played a game with coins, spins, or 'mystery' rewards?" Display the comic "Just One More Spin." Ask: - "What's happening to Noah in each panel? How is his mood or behavior changing? " Invite students to draw on their personal experiences.

	Ask students: - *"What do you want to understand about this topic by the end of class?"* - *"What questions do you already have about these kinds of games?"* Teacher collects student questions on board and incorporates them into the learning outcomes for the session. *Purpose: increases student voice; frames session as co-constructed inquiry rather than teacher-delivered content.*
Detailed Instructions	**Exploration / Inquiry (5 - 10 minutes)** In small groups, students explore deeper analytical questions: **Persuasive design**: *Which game mechanics in the comic are intentionally engineered to keep players engaged? How do they influence emotions or thinking?* **Structural/systemic influences**: *How do companies profit from these mechanics? Why might certain governments consider regulating loot boxes?* **Individual vs. systemic**: *Where does personal choice end and design manipulation begin?* Groups summarise key points to share with the class. **Main Task / Creation (20 minutes)** Students choose from **process-oriented**, high-level inquiry tasks (instead of product-focused ones): **Option A — Policy Micro-Debate** Mini-debate: *"Should loot boxes and gambling-style mechanics be regulated like real gambling?"* Groups prepare short arguments or policy recommendations. **Option B — Critical Design Challenge** Students redesign one feature of Noah's game to reduce risk (e.g., remove near-miss animation, add spending limits, change reward timing). They justify how the change protects players. **Option C — Inquiry Dialogue / Podcast Plan** Students script 5 questions they would ask a game developer / regulator / psychologist / teen gamer, then explain why each question matters. **Option D — Systems Map** Groups map connections between players, game companies, advertisers,

	influencers, and regulators. They identify where change is possible.
Detailed Instructions	**Sharing & Peer Feedback (10 - 15 minutes)** Each group briefly shares their findings. Peer feedback uses **dialogic reflection** rather than simple "like/improve": - *"Your analysis helped me rethink..."* - *"A question your work raised for me is..."* - *"Your perspective challenged my assumptions about..."* This shifts from evaluation → shared intellectual exploration. **Reflection & Closure (5 - 10 minutes)** Students complete a **higher-order reflection prompt** (choose one): - *"One question I would ask a game developer about their design choices is..."* - *"How could changes in game design reduce harmful engagement?"* - *"What responsibilities should players, companies, and governments each have?"* - *"Where do you think the line should be between fun gameplay and manipulation?"* These move beyond recall → critical and ethical reasoning.
Link to DigRight App	Students can explore extended stories, digital well-being tools, and decision-making challenges in the DigRight App.
Inclusion/Adaptation Tips	- Provide visual examples of persuasive design - Offer multiple modes of engagement (debate, mapping, questioning) - Acknowledge cultural diversity in gaming habits - Provide opt-out options for sensitive students

	- Scaffold advanced vocabulary with clear examples
Assessment, Evaluation & Reflection	- Formative assessment through participation and inquiry - Observation of analytical thinking - Review of exit reflections - Peer dialogue as formative evidence

Observation Tools (checklist, rubrics)

Observation checklist:

Student Name:			
Criteria	**Yes**	**Somewhat**	**Not Yet**
Identified emotional and behavioural impacts			
Analyzed persuasive design features			
Evaluated structural/systemic influences			
Suggested thoughtful strategies or questions			
Engaged respectfully and constructively in group work			

Rubric (for group task):

Group	**Criteria**	**Excellent (3)**	**Satisfactory (2)**	**Needs Support (1)**
	Clear message on coping / policy / design change	✅	⚠️	❌
	Creative presentation (thoughtful connections)	✅	⚠️	❌
	Team collaboration and dialogic reasoning	✅	⚠️	❌

Reflection Prompts for Students	• How do cultural or socioeconomic factors shape gaming experiences? • How might policy or design changes reduce risk and *w*hat design or policy change would help Noah most? • What ethical responsibilities should game companies have?

Teacher Notes	• **Avoid implying personal blame.** Emphasize that compulsive engagement results from *powerful, engineered systems*, not weak self-control. • **Encourage systems thinking.** Help students see how design, profit models, and regulation interact with individual behavior. • **Be mindful of emotional connections.** Some students may have family or personal experiences with gambling or financial stress. • **Lean into student-led inquiry.** Validate and incorporate their questions; allow the class to shape directions of discussion. • **Use real-world examples.** Influencer sponsorships, Twitch gambling streams, game company lawsuits, and global loot box regulations. • **Support respectful dialogue in debates.** Highlight complexity—there are ethical, economic, and psychological angles. • **Offer extension paths.** For high-achieving students: policy writing, research on gambling regulation, persuasive design critique, ethical design proposals

Lesson Plan 5	
Title	Lucas & FIFA Ultimate Team. Breaking the Cycle.
Age Group	14- 16 years old
Time Frame	50 minutes
Learning Objective	Students will understand how microtransactions and loot box mechanisms in games such as FIFA Ultimate Team can create addictive patterns similar to gambling. They will identify manipulative design elements, recognize early signs of digital spending addiction, and develop personal strategies to resist these risks. By connecting Lucas's experience to their own digital lives, students will be empowered to make healthier choices in gaming.
Learning Outcomes	• Students identify at least three manipulative features of microtransactions. • Students explain how these characteristics exploit cognitive errors (illusion of control, "near win" effect). • Students propose two personal strategies to avoid harmful spending patterns in games.
Tools/Materials Needed	• Smart table • Illustrated scenario "Lucas & FIFA Ultimate Team" • Discussion question sheets • Collaborative digital board (Padlet/Jamboard)
Detailed Instructions	**Setting the Stage (5 minutes)** The teacher presents the illustrated or narrated Lucas & FIFA Ultimate Team scenario (The teacher will select an image from the DigRight app that illustrates the lesson's topic.) to the students. Then they ask for quick reactions: "Describe Lucas's feelings when he bought the packs." "Why do you think he kept trying?" The teacher links the story to the lesson objectives: exploring how games can trick players into compulsive spending. The teacher emphasizes that the lesson is not about blaming players, but about uncovering manipulative strategies in order to protect players and prevent gambling addiction.

	Exploration / Inquiry (10 minutes) The teacher organizes the class into groups and distributes cards with guiding questions: “Why do players believe that the next pack will be "the lucky one"? “What emotions does a "near win" trigger”?’ “Why is it dangerous to repeatedly spend only 1 Euro”? Students discuss and write down ideas, then share their conclusions with the class. The teacher guides the students to summarize the main psychological traps: the illusion of control, the "near win" effect, and variable rewards.
Detailed Instructions	**Main Task / Creation (20 minutes)** The teacher presents the work tasks to the groups of students. Each group of students will be considered a "Game Detective Agency." The teacher asks the groups of students to complete a work task by investigating/analyzing a real game (FIFA, Fortnite, etc.). This worksheet will be useful in creating the final product. **Worksheet**: 1) Watch the game carefully and identify at least three manipulative elements. 2) Explain how manipulative elements can lead to addiction. 3) Develop a "Player's Survival Guide" with prevention tips (e.g., setting limits, recognizing pitfalls, playing for fun, not for winnings) in the form of a poster, infographic, flyer, or digital presentation, as desired. 4) display/present the finished product to your colleagues (Gallery Tour). Presentations will illustrate content that emphasizes awareness and preventive actions **Sharing & Peer Feedback (10 minutes)** Each group presents/displays the product they have created, the "Survival Guide" (poster, infographic, leaflet). Each group analyzes the products created by the other groups (Gallery Tour). Students note the similarities in strategies, reinforcing the idea that prevention is possible and that the power lies with them. The teacher asks students for an "Exit Ticket 3-2-1": - 3 manipulative characteristics they now recognize, - 2 emotions to be aware of when playing, - 1 personal strategy that I will use. The teacher emphasizes that the products created can be optimized by the student authors after class, and that the products can be displayed in the

	classroom and in school spaces to develop skills and disseminate their content to other students. **Reflection & Closure (5 minutes)** The teacher asks students to individually complete a short structured feedback form (5-minute essay): - One thing I liked... - A new idea I learned... - A suggestion for improvement... The teacher collects the responses for formative assessment.
Link to DigRight App	Students can use the DigRight app to monitor their gaming habits, access tips, and develop resistance to manipulative microtransactions.
Inclusion/Adaptation Tips	During the lesson(s), the teacher and students will use multimodal resources (visuals, stories, worksheets) from the DigRight app to optimize skill development. The teacher will encourage students to make oral or written reflections of their choice (to encourage students with difficulties in expression or emotional intelligence). Concrete examples are adapted to the age and digital culture of the students. In group activities, roles (recorder, presenter, illustrator) are distributed so that each student contributes.
Assessment, Evaluation & Reflection	**Formative Assessment** The teacher will use formative assessment methods integrated throughout and at the end of the lesson. The teacher observes student involvement in brainstorming and group work. The posters/guides created show the application of knowledge. Peer feedback shows the level of understanding. **Self-Assessment** The individual Exit Ticket reveals personal reflection. Self-assessment is emphasized so that students become aware of their own strategies, and peer assessment reinforces collective learning.

Observation Tools (checklist, rubrics)

Observation checklist:

Student Name:			
Criteria	**Yes**	**Somewhat**	**Not Yet**
Actively participated in activities			

Identified three manipulative mechanisms			
Proposed positive strategies			

Rubric (for group task):

Group	Criteria	Excellent (3)	Satisfactory (2)	Needs Support (1)
	Clarity of explanations	✅	⚠️	❌
	Accuracy in identifying psychological traps	✅	⚠️	❌
	Creativity and applicability of strategies	✅	⚠️	❌
	Group collaboration	✅	⚠️	❌

Exit Ticket: check whether students have retained characteristics and strategies.

These tools allow for the assessment of both knowledge and prevention skills.

Reflection Prompts for Students	• When do you feel the greatest temptation to spend money on games? • How can you tell when "fun" becomes a trap? • What would you say to a friend like Lucas who feels trapped?
Peer/Self-Assessment Templates	Checklist example: • I can name 3 manipulative design tricks. • I can explain how they trick players. • I can name 2 protection strategies
Teacher Notes	As a moderator, the teacher will pay attention to group dynamics and discussion dynamics: some students may defend microtransactions as "fun." The discussion will focus on conscious choice, not moral judgment. The teacher will pay special attention to students who show signs of excessive use—without confrontation, but with possible follow-up support. More withdrawn students will be supported by assigning them clear roles. Examples from popular games for students increase the relevance of the lesson. Prevention is better than cure.

Lesson Plan 6	
Title	The game behind the game: How not to be manipulated
Age Group	16- 18 years old
Time Frame	50 minutes
Learning Objective	Students will learn to recognize manipulative strategies in online games (microtransactions, loot boxes, near-miss mechanisms, social pressure) and develop concrete ways to combat them through critical thinking, self-reflection and collaboration.
Learning Outcomes	• Developing critical thinking and the ability to analyze media and digital messages • Developing personal responsibility in managing time and money in the online environment • Developing communication and collaboration skills
Tools/Materials Needed	• Short YouTube video about loot box mechanisms (3–4 min, educational, https://youtu.be/evD67CAe6Co?si=CU2ySGhbkHUdLAz7) • Access to interactive educational platforms such as Kahoot, Quizizz for quick questioning • AI application (e.g., ChatGPT or Copilot) to simulate a dialogue with the "manipulative game" • A3 sheets, colored markers, post-it notes • Smart table, smartphone, tablets, or PCs for online access
Detailed Instructions	**Setting the Stage (5 minutes)** The teacher presents a short YouTube video about how loot boxes and microtransactions work. Students are invited to write down on a post-it note an emotion they think players feel when they open a virtual box. The Post-it notes are stuck on the board. **Exploration / Inquiry (10 minutes)** Guided discussion: The teacher asks questions such as:

	"Why do companies introduce such mechanisms?" "What does the player gain and what does the company gain?" Students are encouraged to come up with ideas. These ideas will be written on the board. By capitalizing on the answers and ideas provided by the students, the teacher teaches them to recognize manipulative strategies in online games: the illusion of control, the "near win" effect, and "variable rewards."
Detailed Instructions	**Main Task / Creation (10 minutes)** The teacher groups the students and asks them to formulate questions to an AI chatbot (e.g., ChatGPT) to identify as many manipulative techniques as possible. The chatbot is asked to "play the role of a manipulative game, for example: "Use different techniques to convince me to buy another pack of...?" Students observe the responses and discuss critically: "Identified manipulative techniques." **Sharing & Peer Feedback (15 minutes)** The teacher groups the students and asks them to create a product (poster, infographic, leaflet, PowerPoint presentation) entitled "How do you recognize manipulation in games?" (signs, tricks, consequences). After the working time has expired, the teacher asks the students to present their products (paper products will be displayed/stuck on the walls, digital products will be presented using digital tools). Students take a "tour of the gallery," viewing and analyzing the posters and presentations created by the other groups and leaving notes with feedback and/or additions. **Project method (5 min)** Each group proposes a mini-awareness campaign for their classmates (e.g., a short video, a digital poster, a message on social media). They outline the idea briefly (who?, what?, where?, how?). These projects can be developed further outside of class. **Reflection & Closure (5 minutes)** The teacher applies the "Traffic Light" method: each student raises a green card (I understand and can apply), yellow card (I still have questions), red card (I am not convinced). The teacher provides clarifications.
Link To Digright App	Students can use the DigRight app to monitor their gaming habits, access tips, and develop resistance to manipulative microtransactions.

Inclusion/Adaptation Tips	○ Students with writing difficulties will be encouraged to express themselves through drawing and speech, and those with speech difficulties will be encouraged to express themselves through drawing and/or written messages ○ Digital resources will be shared via short links so that they can be accessed on phones ● The teacher will explain abstract concepts using visual examples and simple comparisons
Assessment, Evaluation & Reflection	● Quick quiz on the platform (Kahoot/Quizizz) – checking understanding of the mechanisms ● Observing student involvement in brainstorming, gallery walk, and AI activity ● Assessment of group products (posters, leaflets, infographics, PowerPoint presentations, project ideas) ● Self-assessment using the "Traffic Light" method
Teacher Notes	The teacher will encourage students to express their personal experiences without prejudice, specifying that no student will be judged for what they present. The teacher will keep the discussion focused on recognition and prevention, not on absolute prohibition. The teacher will monitor both the extent to which students recognize their addiction to online games and micro-transactions and the degree of involvement and ability of students to formulate concrete solutions.

3.6 Information Overload & Doomscrolling

Lesson Plan 1	
Title	Scrolling Too Much? Let's Talk About It!
Age Group	12–14 years old
Time Frame	45–50 minutes
Learning Objective	Students will be introduced to the concepts of doomscrolling and information overload. They will learn to identify how too much online content can affect their mood, focus, and well-being, while also exploring practical strategies for managing their digital intake and cultivating a more mindful online presence.
Learning Outcomes	Students will be able to: • Define information overload and doomscrolling, recognizing their impacts on stress and focus. • Identify at least 2 personal triggers for excessive scrolling and explain how algorithms and negativity bias encourage these behaviors. • Develop and commit to at least two strategies to manage their digital consumption and promote healthier online habits.
Tools/Materials Needed	• Projector or smartboard with speakers + PC • Short animated video (2-3 minutes) explaining doomscrolling (e.g., YouTube) • Printed "Digital Well-being Strategy Plan" worksheet • Printed "Exit Ticket" worksheet (for 3-2-1 reflection) • Printed "Micro-Experiment log: "Test your Strategy" • Markers and pencils • Sticky notes • Optional: chart paper, simple infographic/poster for classroom wall
Detailed Instructions	**Setting the Stage (8 minutes)**

	Begin by stating the broad topic: "*Today we're going to explore how much information we get online and how it affects us. We'll focus on **'information overload'** and **'doomscrolling'**.* Continue with a **warm-up question**: "*Have you ever spent way more time online than you meant to?*" Activate **prior knowledge with a short video** (1-2 minutes) (https://www.youtube.com/watch?v=2QmuhAvJuLE). **Ask students**: ● *"How many of you feel like you spend more time on your phone than you intended?"* ● *"Does scrolling through social media or news sometimes make you feel more stressed?"* **Introduce the terms** "**Information Overload**" and "**Doomscrolling**". Provide concise definitions: Information Overload is "when you have too much information to process, leading to stress or difficulty making decisions." Doomscrolling is "continuously consuming negative news or distressing content online, even when it makes you feel bad. **Then state***: To make this lesson most useful, let's decide together what we want to learn. Think about your own digital life. What questions do you have about feeling overwhelmed by information or constantly checking bad news? What do you want to know or be able to do by the end of this lesson related to managing your digital world*?" **Give students sticky notes** to write down their ideas. (e.g. "I want to know what doomscrolling means," "I want to know if I spend too much time online"). **Group similar ideas** on the board into 2–3 themes (e.g., "reduce FOMO triggers," "avoid negative news," "find balance"). Present back to class: *"Looks like these are the main things we want to work on today."* **Divide students** into small groups. Ask them to **choose one class goal to "own."** Teacher says: *Your group will be responsible for this goal. Together, come up with a simple **success indicator** — how will we know if we're making progress this week?"* ● Examples: ○ "Less checking notifications before bed." ○ "Trying one new offline activity." ○ "Talking to a friend instead of scrolling." Groups share their success indicator in one quick sentence.
Detailed Instructions	**Exploration / Inquiry (5 minutes)** Brainstorming the causes and consequences of these digital habits. **Create a table on the board** with **two columns, CAUSES** and **CONSEQUENCES.** **Divide students in small groups (3–4)** and have them **discuss and list the reasons why people might continuously scroll through negative news (doomscrolling) and how they might feel by too much information (information overload)**. Factors can include constant notifications, social pressure, fear of missing out (FOMO), and the design of social media platforms. Each group writes at least **2 causes** (FOMO, notifications, negativity bias, algorithms) and **2 consequences** (stress, poor sleep, anxiety) on sticky notes.

	Then have **a quick share-out to compile ideas on the board.**
Detailed Instructions	**Main Task / Creation (20 minutes)** Students will create a personal plan outlining practical, actionable strategies to manage information overload and avoid doomscrolling. Before starting, **ask**: *"What makes a strategy 'good'?"* **Gather student ideas** on the board (e.g., specific, realistic, matched to triggers, easy to test this week). Cluster them into 3–4 student-generated success criteria. Tell students: "*These are the criteria we'll use to check our strategies later in peer feedback*." Provide students with a **Choice Board** of four possible strategy types. Each student chooses **2 out of 4** to develop in their plan: 1. Notification audit (turn off or mute alerts). 2. Feed clean-up (unfollow or unsubscribe). 3. Scheduled "news window" (set a specific time for updates). 4. Offline micro-break menu (quick non-screen activities). **Divide students into groups** and provide the worksheet "Digital Well-being Strategy Plan". Briefly explain the purpose: *"You'll be creating a strategy to improve your digital well-being by reducing information overload and doomscrolling."* Allow discussion and collaboration, but each student completes their **own plan**. **Students brainstorm and write down at least three actionable steps.** Encourage them to consider digital detoxes" (short breaks from screens), turning off specific notifications, or choosing specific times for checking news rather than continuous checking. Circulate around the room to guide and prompt deeper thinking. **Sharing & Peer Feedback (8 minutes)** Each student first does a **quick "pair-share"**: turn to a partner and share **1 personal digital well-being strategy** and why they think it will help. Partners listen and give quick feedback using the class-created success criteria: • *Is it specific?* • *Is it realistic/doable this week?* • *Does it match the trigger?* After 2–3 minutes, invite a **few volunteers (3–4 students)** to share highlights with the whole class. **Teacher can say**: "*Now that you've developed and discussed your digital well-being strategies, let's hear from a few of you. Who would like to share one*

	strategy you think is especially useful or meaningful? Students share **briefly (60 seconds)**: The strategy and why they chose it or how they hope it will help. Teacher moderates using guiding prompts: ○ *"Why might this strategy be helpful?"* ○ *"What challenges could someone face, and how could they overcome them?* Use a **gallery walk** (students post their strategy on sticky notes or a wall chart). Classmates walk around, read, and add one quick comment or star to strategies they find useful.
Detailed Instructions	**Reflection & Closure (5-10 minutes)** Individual reflection using an exit ticket. Hand out to each student a 3-2-1" exit ticket. Students should **individually reflect on the lesson** by answering the following prompts: "3 things I learned about information overload and doomscrolling," "2 strategies I will try this week to manage my digital habits," and "1 question I still have about digital well-being". **Collect** the exit tickets as a form of assessment and to inform future lessons. Micro-Experiment. **Hand out the "Micro-Experiment Log"** template. Teacher **says**: *For the next 48 hours, whenever you notice yourself scrolling too much, note the trigger, how you felt, if you used your strategy, and what happened after 5 minutes. Bring this back to the next lesson and we'll discuss in pairs what worked and what didn't.* **Give 1** minute for students to **choose one strategy** from their plan and write it at the top of their log. **Reinforce**: *"The goal isn't to stop using technology. It's to be in control, not let the scroll control you. Try your strategy this week, and we'll check in together next lesson."*
Link to DigRight App	Use this after your main strategy activity. Allow **5 minutes** for students to explore the **"Social Media"** section of the app, featuring a comic and scenario. Students make decisions, set digital boundaries, and reflect. Debrief by discussing (n class or in pairs): ○ *What choices did you make in the game?* ○ *How do they relate to the strategies you developed earlier?* ○ *Did anything surprise you about the outcome?*

Inclusion/Adaptation Tips	• Provide clear, visual aids and written instructions for all activities. • For students needing extra support, pair them with peers who can help explain concepts during the main task. • Allow choice of **focus area** (information overload), for students who may find doomscrolling triggering. • Offer diverse options for the "Main Task," allowing students to draw or verbally present their strategies instead of writing, if preferred.
Assessment, Evaluation & Reflection	**Formative Assessment** Formative assessment will be conducted throughout the lesson. This includes observing participation during group discussions and brainstorming (**peer assessment**) and reviewing the "Digital Well-being Strategy Plans". **Peer Assessment** Peer zssessment will be conducted during pair-share and gallery walk using the **student co-created success criteria** (specific, realistic, matched to triggers). Peers provide quick written or oral feedback **Self-assessment** The "3-2-1" exit ticket and micro-experiment log provide a self-assessment and a final check on student understanding of the key concepts and their application. **Follow-up**: Next lesson begins with a 5-minute **pair debrief of the micro-experiment**, allowing self- and peer-evaluation of progress and adjustments.

Observation Tools (checklists, rubrics)

Observation Checklist for Teacher

Purpose:
To help the teacher track student understanding and participation during class discussions and individual/pair work related to digital well-being, doomscrolling, and strategy development.

Use this checklist informally while circulating the room or during presentations and peer sharing. A simple ✔ or ✘ in the columns is enough to guide feedback or intervention.

Student Name	Actively participates in discussion	Can define "information 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

Digital Well-being Strategy Plan Rubric

Purpose: To assess the quality and thoughtfulness of each student's individual Digital Well-being Strategy Plan (the main task of the lesson).

Criteria	Excellent (3 pts)	Good (2 pts)	Needs Support (1 pt)
Understanding of Concepts	Clearly explains both "information overload" and "doomscrolling" in their own words clearly	Explains both concepts with minor errors	Shows confusion or no understanding of the key terms
Relevance of Personal Reflections	Identifies a thoughtful, specific personal consequence of excessive digital use	Identifies genaral consequence	No personal reflection or irrelevant example
Strategy Quality	Provides 2-3 highly relevant, practical, and personal strategies	Provides 1-2 practical strategies	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	Strategies unlikely to be implemented or off-topic

Scoring Guide:

- **10–12 points**: Excellent grasp of digital well-being concepts; well-developed personal strategy plan
- **7–9 points:** Solid understanding with room for refinement in strategy or reflection
- **4–3 points:** Partial understanding; strategies need more development or personalization
- **0-3 points:** Needs additional support or reteaching of key concepts

Reflection Prompts for Students	Optional in case you need to extend reflection beyond the 50-minute lesson **1. How has today's lesson changed the way I think about my social media use?**

	2. What is one thing I am going to do differently starting today to manage my screen time? *(Optional for homework or extended reflection)* **3. What challenges might I face when trying to change my digital habits, and how could I overcome them?** **3-2-1 Exit Ticket** **Instructions:** Please complete the following to reflect on today's lesson. • **3 things I learned** about information overload and doomscrolling: 1. _____ 2. _____ 3. _____ • **2 strategies I will try** this week to manage my digital habits: 1. _____ 2. _____ • **1 question I still have** about digital well-being: 1. _____ **Self-Check:** 1. Right now, scrolling makes me feel: 🙂 / 😐 / ☹️ 2. After trying my strategy, I want to feel more: 🙂 / 😐 / ☹️
Peer/Self-Assessment Templates	**Self-Assessment Checklist – Digital Well-being Strategy** **Instructions:** After completing your Digital Well-being Strategy Plan, use this checklist to reflect on your understanding and progress.

Check your answers:

Statement	Yes	No
I understand the meaning of **information overload**.	☐	☐
I understand the meaning of **doomscrolling**.	☐	☐
I have created a **realistic plan** to reduce my screen time.	☐	☐
I feel confident I can try at least **one strategy this week.**	☐	☐

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:*

Micro-Experiment Log: "Test Your Strategy"

Instructions for Students:
For the next 48 hours, choose **one strategy** you want to try. Each time you notice yourself scrolling too much, fill in one row of the table below. Be honest, this is only for your reflection.

Date & Time	What triggered me to scroll?	How did I feel? (😊 / 😐 / ☹️)	Did I use my strategy? (✔/✗)	What happened after 5 minutes?
E.g.: Mon 19:30	Bored, nothing to do	😐	✔	I went outside, felt calmer

Next Lesson: Pair Debrief
At the start of the next lesson, you will share with a partner:
- What worked best?
- What didn't work?
- What will I change for next time?

Teacher Notes

- **Observe student interactions** during the "Exploration/Inquiry" phase to raise their awareness of digital habits.
- **Anticipate** that some students may be resistant to the idea of reducing screen time. Frame the lesson around improving well-being rather than just limiting access.
- Remember about the **negativity bias** and **algorithmic design** when explaining why students might be drawn to bad news despite distress.
- **Pay attention** to students who seem particularly engaged or distressed by the topics discussed.

- Begin the next lesson with a **5-minute pair debrief** of the micro-experiment (what worked, what didn't, what to adapt).

Co-funded by the European Union

APPENDIX I – DIGITAL WELL-BEING STRATEGY PLAN

Digital Well-being Strategy Plan

Group Name: _____ **Date:**_____

Instructions: It's easy to get caught up in too much information online or find yourself endlessly scrolling, even when it doesn't make you feel good. This plan will help you take control of your digital habits for better well-being! Think about how you use your phone, tablet, or computer, and brainstorm some practical steps you can take.

Part 1: Understanding My Habits

1. What usually makes me feel overwhelmed with information online? (e.g., too many notifications, too much news, too many messages)

2. When do I find myself "doomscrolling" (scrolling through negative news or content even when it makes me feel worse)?

3. How does too much screen time or negative content make me feel? (e.g., stressed, tired, anxious, sad, distracted)

Part 2: My Digital Well-being Strategies

Think about practical steps you can take. Be specific!

Strategy 1: Managing My Screen Time & Notifications

- How can I set time limits for certain apps or overall screen use?

- What notifications can I turn off to reduce interruptions?

Strategy 2: Curating My Content

- How can I curate my social media feed to reduce stress (e.g., unfollowing accounts that make me feel bad, following more positive accounts)?

- How can I be more selective about the news or videos I consume?

Strategy 3: Finding Alternatives to Scrolling

- What are 2-3 alternative activities I can do when I feel bored, stressed, or tempted to scroll endlessly? (e.g., reading a book, calling a friend, playing outside, a hobby)

Part 3: My Commitment

I commit to trying at least **two** of the strategies from my plan this week.

My top 2 strategies I will try are:

1.

2.

By trying these strategies, I hope to feel:

Lesson Plan 2	
Title	Decoding the Feed: Algorithms, Anxiety, and Mindful Scrolling
Age Group	14 - 16 years old
Time Frame	50 minutes
Learning Objective	This lesson aims to enable students to critically analyse the pervasive nature of digital information and its psychological impacts. Students will deepen their understanding of information overload and doomscrolling, recognizing their effects on mental health, decision-making, and overall well-being. The objective is to empower them with advanced strategies for digital self-regulation, fostering resilience and promoting mindful engagement with online content.
Learning Outcomes	Students will be able to: • Analyze the psychological mechanisms and societal factors contributing to information overload and doomscrolling. • Evaluate the specific negative impacts of excessive, uncurated information consumption on adolescent mental health and cognitive function. • Develop and articulate personalized, proactive strategies for digital self-regulation and promoting a healthier, more intentional online presence.
Tools/Materials Needed	• Whiteboard or projector • PCs (optional) • Markers or pens • Handouts or click for online version: **"**The Feed Filter Challenge**"**, and optionally the **"Digital Feed Blueprint"** (Appendix I) activity sheets (with mock-ups of social media feeds/news sites featuring diverse content and platform features). • Access to a few brief, relevant news headlines (mix of positive, neutral, negative) for discussion (optional).
Detailed Instructions	**Setting the Stage (8 minutes)**

Detailed Instructions	**Start the lesson with a reflective question** to spark discussion: *"Have you ever opened your phone for just 5 minutes and suddenly 30 minutes are gone? What happened?"* Give students **a moment to reflect or share** by also illustrating the comic image of doomscrolling/information overload. Quick reactions: *"How does this make you feel? Have you experienced this?"* Then **introduce the focus** of the lesson by: *"Today, we're going to explore two significant challenges of our digital age: **Information Overload** – the feeling of being swamped by too much data, making it hard to think clearly or make decisions; and **Doomscrolling** – the compulsive habit of continuously consuming negative news or social media content, even when it makes us feel anxious or hopeless."* Link it also to mental health: stress, decision fatigue, anxiety. **Give each student a sticky note**: *"What do you want to learn or change about your scrolling habits today?"* Students write 1 personal learning goal and post on the board/wall. **Teacher clusters notes** into 2–3 themes (e.g., "reduce FOMO triggers," "scroll less at night," "avoid negativity"). *Present clustered themes to class: "These are the goals you want to work on together today."* ***Divide students into small groups**. Each group "adopts" one class goal. The say: "How will we know if we are successful by next week? Write one success indicator." Examples:* ○ *"I spent less time checking notifications before bed."* ○ *"I replaced one scrolling session with an offline activity."* **Each group shares** its success indicator briefly (1 sentence). Teacher notes these down. They will be revisited in **reflection and micro-experiment follow-up**. **Exploration / Inquiry (10 minutes)** Open the interactive page **The Feed Filter Challenge**, Inclusive on the projector/devices. Turn on any needed **accessibility toggles** (Simplified Feed, High Contrast, Dyslexia-friendly font, Read-aloud, Expand/Collapse Scaffolds). Introduce "**The Feed Filter Challenge**." Explain that students will be presented with a series of simulated social media posts or news headlines, similar to what they might encounter daily. **Divide students into small groups** (3-4 students). Give **each group an activity sheet**. Instruct them to discuss and complete it. **Groups discuss each item**, noting their collective feelings and decisions. Circulate to facilitate deeper inquiry, prompting them to consider the psychological impact and the role of algorithms in what they see. This activity directly engages them in investigating the causes and consequences of their digital consumption patterns. **Use scaffolds as needed**: Sentence starters, plain-language cues (what clickbait is), source-checks, plus **Read-aloud** for accessibility. Optional: enable **Simplified Feed** (text-first) to reduce cognitive load for some groups.

	Discuss in groups the answers given in the worksheets. Teacher links patterns to **negativity/clickbait amplification** and how these fuels **doomscrolling**.
Detailed Instructions	**Main Task / Creation (20 minutes)** **In the same groups** as before students brainstorm: "*What makes a feed healthier and less likely to cause doomscrolling or overload?"* Each group suggests 2-3 criteria (e.g. more variety, less negativity, limit clickbait, include positive content) Then groups these into a list of Healthy Feed Criteria, which will guide the redesign. Showcase two short headlines: one **neutral** and a **negative** one and ask *"Which headline grabs more attention? Why might algorithms promote the negative one?"*. Then you link it as negativity bias engagement endless scroll. **Using the "Feed Filter Challenge"** the groups have to redesign it according to the set Healthy Feed Criteria. For each post they have to decide: **Keep / Demote / Highlight / Remove.** They may choose how to present their redesign: ● **Sketch** a healthier feed (on paper, creating boxes or quick drawings) ● **Use the optional Blueprint worksheet** for extra structure. ● Optionally: propose **new content** to add (e.g., hobby tips, local events, positive news). Circulate and prompt deeper thinking: *"How does this redesign support your criteria? How does it reduce overload?"* Each group writes a short statement: "*Our redesign reduces doomscrolling by…"* to be shared in 7.4 Peer Feedback. **Sharing & Peer Feedback (8 minutes)** Have **groups post their redesigned feed** around the room (sketch or Blueprint worksheet). Students circulate and review at least 2 other groups' redesigns. As they review, they leave a ✔ for something that matches the **Healthy Feed Criteria** and/or a sticky note with one suggestion, if it doesn't. Each group returns to their own redesign and reads the feedback received. Introduce the **single-point rubric** (based on class-created Healthy Feed Criteria) Groups use this rubric to share **one constructive comment** with another group. ● Goal of rubric: The redesign reduces doomscrolling/overload while keeping the feed engaging. ○ **Evidence I see**: …

	○ **Even better if**: ...
Detailed Instructions	**Reflection & Closure (4 minutes)** **Ask students** to individually complete a **brief reflection** using the prompts in 10.3. Emphasize that digital well-being is an ongoing journey that requires continuous self-awareness and adaptation. Reinforce the core message: "*You have the power to shape your digital environment. By being mindful of what you consume and how you consume it, you can foster a healthier, more balanced relationship with technology.*" Before ending the lesson, distribute the **Micro-Experiment Log worksheet** and instruct students: *"For the next 48 hours, test one of your strategies at home. Each time you notice yourself scrolling too much, write down the trigger, your emotion (😳 / 😐 / ☹️), whether you used your strategy, and what happened after 5 minutes."* Students write the strategy they'll test at the top of their log. Emphasize that: *"This is not about success or failure. It's about noticing what works for you."* **Remind** class of the goals and success indicators set in 7.1 and say: *"Some of you said success means less checking before bed. Others said adding more positive content. Over the next 48 hours, see how your strategy matches these success indicators."* **End with an encouraging statement**: *"Algorithms are designed to hold our attention, but you can take control. Try your strategy this week, and next lesson we'll reflect on what worked."*
Link to DigRight App	Students can connect with the "Doomscrolling" or "Social Media" buildings within the DigRight App. The app can present scenarios where NPCs are struggling with algorithmic feeds or compulsive checking, prompting students to make choices that reinforce the digital wellness strategies discussed in class (e.g., questions about managing notifications or curating content).
Inclusion/Adaptation Tips	• **Choice of focus:** Students who find doomscrolling examples emotionally heavy may instead work on *information overload*.

	• **Flexible outputs:** Groups can present redesigns as a **sketch**, a **table (Keep/Demote/Highlight/Remove)**, or the **optional Blueprint worksheet**. • **Simplified feed:** Provide fewer posts (3–4) for students who need reduced cognitive load. • **Visual scaffolds:** Use icons (📰 🎮 😔 🚨) and emojis (🤓 / 😐 / ☹️) for accessible categorization and reflection. • **Sentence starters:** Offer structured prompts for feedback and reflection. • **Assistive tools:** Allow use of high-contrast, dyslexia-friendly fonts, read-aloud, or digital pairing. • **Flexible reflection:** Exit tickets can be answered with icons or brief notes instead of full sentences. • **Peer support:** Pair students strategically for micro-experiment debriefs (one strong reflector with one needing more support).
Assessment, Evaluation & Reflection	**Formative Assessment** **Observation:** Observe student engagement in discussions and activities, noting their critical thinking through the categorization, contributions to Healthy Feed Criteria, and rationale for redesigns. **Peer Assessment** **Strategy Sharing & Feedback:** During the sharing activity (7.4), evaluate the quality of peer feedback, assessing students' ability to offer constructive criticism and suggestions, which demonstrates their understanding of effective strategies. **Self-assessment** **The Exit Ticket and the Micro-Experiment Log:** Review student responses prompts to assess their metacognitive awareness, personal insights, and commitment to digital well-being. **Follow-up (Next Lesson):** **Micro-Experiment Debrief**: In the following lesson, students engage in a 5-minute pair discussion about their 48h strategy trial. Evaluate their ability to reflect on outcomes (*what worked, what didn't*) and identify next steps, which demonstrates growth in self-regulated learning and practical application of digital well-being strategies.
Observation Tools (checklists, rubrics)	

Observation Checklist for Teacher

Purpose:
To help the teacher track student engagement and high order thinking during class discussions and individual/pair work.

Use this checklist informally while circulating the room or during presentations and peer sharing. A simple ✔ or ✘ in the columns is enough to guide feedback or intervention.

Student Name	Contributes to Class Goals (7.1)	Analyzes Feed & Emotional Reactions (7.2)	Suggests Healthy Feed Criteria (7.3)	Engages in Redesign Task (7.3)	Provides Rationale (7.3)	Gives Constructive Peer Feedback (7.4)	Completes Exit Ticket & Sets Strategy (7.5)

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

Learning Progress Guide

Instructions: Use this scoring guide after students complete the lesson (Exit Ticket + strategy choice). It is a quick, formative tool to check overall understanding, reflection, and the feasibility of strategies. Mark each criterion based on evidence from class activities and exit tickets. Scores help you identify which students are confident and which may need extra support in the next lesson's micro-experiment debrief.

Criteria	Good (3 pts)	Developing (2 pts)	Needs Support (1 pt)
Understanding of Concepts	Clearly explains platform tricks (e.g., negativity bias, clickbait) and links to doomscrolling/overload.	Mentions platform tricks but explanation is partial or unclear.	Shows little or no understanding of how platforms keep users scrolling.
Relevance of Personal Reflections	Identifies own triggers and connects them to emotional reactions (🙂 / 😐 / ☹️).	Identifies some triggers but connection to emotions is vague.	No clear triggers identified, or reflection is very general.
Strategy Quality	Proposes 2+ specific, realistic, and personal strategies to reduce overload/doomscrolling.	Proposes 1–2 strategies that are somewhat practical or generic.	Strategies are unrealistic, vague, copied, or missing.
Feasibility & Impact of Strategies	Strategies are practical, clearly connected to Healthy Feed Criteria, and likely to improve well-being.	Strategies are partly feasible or only loosely connected to the criteria.	Strategies are impractical or unrelated to well-being goals.

Scoring Guide:

- **10–12 points (Excellent)**: Strong understanding, thoughtful reflection, realistic and impactful strategies.
- **7–9 points (Good):** Solid understanding, some reflection, strategies practical but need refinement.
- **4–6 points (Partial):** Limited understanding, vague reflection, underdeveloped strategies.

<table>
<tr><td colspan="2">

- **0–3 points (Needs Support):** Confused understanding, missing reflection, unrealistic or absent strategies.

</td></tr>
<tr><td>Reflection Prompts for Students</td><td>

Exit Ticket Template (3–2–1 + Emoji Self-Check)

Instructions: Take a few minutes to reflect thoughtfully on what you explored today. Be honest, this is just for you (and your teacher, if you're comfortable sharing). Think of this as the first step in truly owning your digital choices

Name: _____
Date:_____

3 things I learned about scrolling and feeds today:

_____

_____

_____

2 personal triggers I need to watch for:

_____

_____

1 strategy I will try this week:

_____

Emoji Self-Check:

- Right now, scrolling usually makes me feel: 🙂 / 😐 / ☹️
- After using my strategy, I want to feel more: 🙂 / 😐 / ☹️

</td></tr>
<tr><td>Peer/Self-Assessment Templates</td><td>

Single-Point Rubric (Peer Feedback Template)

</td></tr>
</table>

Purpose: Each group reviews another group's redesign during the gallery walk. They write one strength (*Evidence I see…*) and one suggestion (*Even better if…*) linked to the class's Healthy Feed Criteria.

Criteria	Feedback
Evidence I see…	
Even better if…	

Micro-Experiment Log (48h Strategy Trial)

Name: _____

Strategy I am testing: _____

Date & Time	Trigger (What made me scroll?)	Feeling (😳 / 😐 / ☹️)	Did I use my strategy? (✔/✗)
Example: Mon 19:30	Bored, nothing to do	😐	✔

Next Lesson: Pair Debrief
- What worked best?
- What didn't work?

	- What will I try differently next time?
Teacher Notes	• Keep the lesson **student-centered**: co-define goals and criteria with learners. • Highlight both **cognitive and emotional** aspects of feed analysis. • Frame the lesson as **empowerment** — helping students manage their own scrolling, not restricting them. • Emphasize **formative feedback over grades**; use the optional **Learning Progress Guide** for quick teacher reference if needed. • Safeguard emotional well-being: let students shift focus to information overload if doomscrolling feels heavy. • Start the **next lesson** with a 5-minute micro-experiment debrief to close the self-regulated learning cycle. • Reinforce a **growth mindset**: noticing "what doesn't work" is just as valuable as finding what does.

APPENDIX I – Digital Feed Blueprint (Optional Worksheet)

Digital Feed Blueprint

Instructions for Students:
This worksheet is optional. Use it if you want more structure to help redesign your feed. Work as a group to decide how algorithms should work to create a healthier, more balanced feed.

1. **Healthy Feed Criteria**
   Write down 3–5 rules that will guide your redesign. *Examples*: less negativity, more variety, add positive/local content, balance hobbies and news.

   Criterion 1: _____

   Criterion 2: _____

   Criterion 3: _____

   Criterion 4: _____

   Criterion 5: _____

2. **Algorithm Rules**

Imagine you are the algorithm. What rules should it follow to build a healthier feed? Think about what to promote, what to limit, and how to mix content.:

Rule 1: _____

Rule 2: _____

Rule 3: _____

3. **Content Priorities**

Decide which types of content should appear more often and which should appear less. For each type, mark it as Keep / Demote / Highlight / Remove.

Content Type	Action (Keep/Demote/Highlight/Remove)	Reason
News 📰		
Entertainment 🎮		
Negative 😔		

Clickbait 🚨

Local/Community 🌍

Positive/Well-being ✨

4. New Features or Content Ideas

Suggest 2–3 new ideas that would make the feed healthier (e.g., well-being tips, hobby ideas, more local stories, break reminders).

Idea 1: _____

Idea 2: _____

Idea 3: _____

5. One-Sentence Rationale

Write one sentence explaining how your redesign reduces doomscrolling or information overload.

Our redesign reduces doomscrolling by: _____

Lesson Plan 3	
Title	Digital Citizenship: Media Literacy and Limited Online Perspective
Age Group	16 - 18 years old
Time Frame	50 minutes
Learning Objective	Students will analyse the societal and political implications of information overload and doomscrolling. They will evaluate how these behaviours can influence public opinion and civic engagement. The lesson will challenge students to develop advanced media literacy skills to become more responsible consumers of online information.
Learning Outcomes	Students will be able to: • Identify how different online sources can present limited or one-sided views of information. • Evaluate the credibility and potential bias of various online news and social media sources. • Develop strategies to intentionally diversify their information consumption and seek out different perspectives.
Tools/Materials Needed	• Whiteboard or projector • Markers or pens • Case Study Handout: "Analysing Online News - 'The Downtown Park Redevelopment'" (accessible via a shared screen or individual devices) • PCs with Internet access for research • **"Building a Balanced News Feed"** worksheet (Appendix I)
Detailed Instructions	**Setting the Stage (7 minutes)** Introduce the lesson with a quick hands-up poll: *"Where did you hear about the last big story first—TikTok, Instagram, YouTube, a news site, TV, or from friends/family?"* The point is to highlight how most information starts on social media feeds. Note 1-2 quick takeaways on the board: *"Most of us start on socials, so the 'feed' shapes what we see first."* Then write 3 ground rules on the board (invite a quick thumb-up): 1. *Listen to understand, not to win.*

	2. *Use evidence, not personal attacks.* 3. *Disagree respectfully; avoid identity-based assumptions.* Move on to the lesson's goal. Give each student a sticky note and say: *"Write one thing you want to learn or change today about your information habits."* Note down some examples on the board: *"spot bias faster," "check credibility," "see more than one side," "widen my sources."* Invite students to post their sticky notes on the board and then cluster them into **2-3 class goals** (e.g., *Evaluate credibility, Broaden perspectives, Reduce 'auto-scroll' reliance*). As a class, choose **one simple indicator per goal** for this week and keep them visible for reference in 7.5 and the follow-up, e.g.: ● *Broaden perspectives → Add 1 new credible source with a different viewpoint to my feed.* ● *Evaluate credibility → Use a 3-question check on 2 items (Who/How/Why?).* ● *Reduce auto-scroll reliance → Open at least 1 direct source before sharing.* Say: *"Next, you'll analyse a short case using a bias/credibility mini checklist. Use our class goals to guide what you look for."*
Detailed Instructions	**Exploration / Inquiry (10 minutes)** Divide students into groups of 4. Provide access to the **Case Study: Analysing Online News**, (either by projecting it for the whole class or having students access it on individual devices). Briefly explain: *"You'll investigate posts/news items using the guiding questions inside this tool."* Remind the class goal from 7.1: *evaluate credibility, broaden perspectives, reduce auto-scroll reliance*. Guide students to analyse the sample posts. Ask each group to create one extra inquiry question (e.g. *"What's missing?"* or *"Who gains if I believe this?"*). Ask groups to annotate on the worksheet: ● **Bias indicators** → emotional/loaded words, one-sided phrasing, exaggeration. ● **Credibility factors** → author/source named? any evidence? can you cross-check? ● **Perspective gaps** → what voices are missing? (e.g., only one political side, no expert input, no citizen view). Then have each group share one bias indicator they found and one credibility question they raised. Record 2–3 examples on the board.

Detailed Instructions	**Main Task / Creation (15 minutes)** Begin by saying: *"Thinking about the last 10 posts or headlines you saw online. Where did they come from? What kinds of perspectives dominated?"* Instruct groups or individuals to list on a paper: ● Top 3–4 most common sources (e.g., TikTok, one news site, one influencer). ● Notice if sources are similar (same political side, same country, same style). Now, hand out the "**Building a Balanced News Feed**" worksheet (Appendix I) with prompts: ● *Keep*: Which sources do I trust and want to keep? ● *Add*: What new sources could broaden my perspective? (e.g., international, fact-checkers, different viewpoints). ● *Limit*: Which sources add overload, negativity, or bias that I want to reduce? On the template, instruct: *"Write one concrete goal for how you'll engage with your new feed this week, and one challenge you think you'll face."* ● Example goal: *"Check BBC World once this week,"* or *"Follow 1 fact-checking account."* ● Example challenge: *"It's easier to just scroll TikTok,"* or *"Friends share biased links."* If short on time, assign this step as **homework extension**. **Sharing & Peer Feedback (7 minutes)** Have students form pairs and share **two things** from their "**Building a Balanced News Feed**" plans: 1. One new source they added to broaden their perspective. 2. One challenge they anticipate when trying to engage with their redesigned feed. The partner responds with one piece of constructive feedback, using the single-point rubric frame: ● "Evidence I see…" (strength) ● "Even better if…" (suggestion)

	To close, the teacher invites 2–3 volunteers to share highlights from their discussions (*"What idea from your partner's plan do you think others should hear?"*).
Detailed Instructions	**Reflection & Closure (7 minutes)** Have students complete a short reflection to consolidate learning and prepare for follow-up. Distribute the **Exit Ticket** (3–2–1 + Emoji Self-Check). Students respond individually: ● **3** insights about online news/bias they learned today ● **2** personal actions they will take to broaden their perspective or improve their feed ● **1** question they still have ● **Emoji check**: Right now, my online feed makes me feel: 😳 / 😐 / ☹️. After trying my strategy, I want to feel more: 😳 / 😐 / ☹️. To extend, ask students to review their *Balanced News Feed* template and write one **goal for the next 48h** (e.g., *"Follow 1 new credible source and read 2 posts"*). They also note one possible challenge. Close by connecting back to class goals from 7.1: *"Look at the success indicators we set together. Over the next two days, test your plan. We'll start next lesson with a quick debrief: What worked, what didn't, and what's next."*
Link to DigRight App	Students are encouraged to use the DigRight App at home to reinforce learning. They can navigate more than one building and try-out different responses to the scenarios to receive feedback and reflect on their digital well-being.
Inclusion/Adaptation Tips	● **Flexible entry points**: Students who find news or political examples emotionally heavy may choose less polarizing topics (e.g., science, environment, local news) while applying the same bias/credibility analysis. ● **Simplified materials**: Provide a version of the "Analysing Online News" tool with shorter posts or fewer items for students who need reduced reading load.) ● **Sentence starters:** Offer structured prompts to support critical reasoning: ○ *"This post might be biased because..."*

	○ *"The missing perspective here is..."* ○ *"This source feels credible because..."* ● **Assistive tools:** Allow use of read-aloud, high-contrast screens, dyslexia-friendly fonts, and group pairing for collaborative reading. ● **Flexible output formats**: Students may present their Balanced Feed redesign as a short-written plan, infographic, or mind map. ● **Emotional safety**: Acknowledge that analysing polarizing content may cause discomfort. Emphasize that the goal is awareness, not judgment or debate. ● **Reflection options**: Allow students to record audio or bullet responses instead of extended text if writing is a barrier. ● **Peer pairing**: Pair confident speakers with reflective thinkers for 7.4 and 7.5 so that everyone contributes meaningfully to discussion
Assessment, Evaluation & Reflection	**Observation of Group Discussions (7.2):** Use the observation checklist during 7.2 and 7.3 to note student engagement. Look not only for completed outputs but also for evidence of reasoning and inquiry, e.g.: ● Identifies bias indicators and explains why they matter. ● Evaluates credibility with reference to source, evidence, or purpose. ● Notices perspective gaps and reflects on who/what is missing. ● Articulates how information might cause stress, polarization, or manipulation. **Observation of Peer Feedback (7.4):** Observe how students present their plans and give feedback, assessing their ability to clearly explain their strategies and thoughtfully evaluate peers' ideas. **Self-Assessment (7.5):** Prompts address both cognitive learning (*What bias/credibility insights did I gain?*) and psychological reflection (*How does my feed make me feel? How might strategies reduce stress or manipulation?*). **Follow-Up (Next Lesson):** In pairs, students debrief their 48 hour strategy trial: *"What worked? What didn't? What's my next step?"* Evaluate students' ability to monitor, adapt, and sustain strategies, which is a key marker of growth in digital well-being.

Observation Tools (checklists, rubrics)

Observation Checklist for Teacher

Purpose: To help the teacher track student engagement and high order thinking during class discussions and individual/pair work. Focus not only on participation, but on evidence of reasoning and reflection

Use this checklist informally while circulating the room or during presentations and peer sharing. A simple ✔ or ✖ in the columns is enough to guide feedback or intervention.

Student Name	Identifies Bias Indicators	Evaluates Source Credibility (Who/How/Why)	Notices Perspective Gaps	Explains Possible Impact (stress, polarization, manipulation)	Contributes to Balanced Feed Plan

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

Learning Progress Guide

Instructions: Use this scoring guide after students complete the lesson (Exit Ticket + strategy choice). It is a quick, formative tool to check overall understanding, reflection, and the feasibility of strategies. Mark each criterion based on evidence from class activities and exit tickets. Scores help you identify which students are confident and which may need extra support in the next lesson's 48 hour strategy trial debrief.

Criteria	Good (3 pts)	Developing (2 pts)	Needs Support (1 pt)
Critical Understanding	Clearly identifies bias, credibility, and perspective gaps; explains how manipulation or overload can distort understanding.	Spots some bias/credibility issues but explanations are partial or generic.	Minimal awareness of bias/credibility. Little/no reasoning shown.
Emotional & Psychological Insight	Reflects deeply on how feed habits influence emotions (stress, anxiety, polarization); recognizes manipulation or emotional triggers.	Notes some emotional effects but lacks depth or connection to behavior.	Little or no reflection on emotional/psychological impact.
Strategic Action	Proposes 2+ specific, realistic strategies that reduce overload and encourage mindful consumption.	Proposes 1–2 strategies that are somewhat feasible or generic.	Strategies vague, unrealistic, or missing.
Reflection on Impact	Demonstrates awareness of how strategies work over time; adapts or	Reflects on success/failure but without clear adaptation.	Minimal or no reflection on outcomes or changes.

	refines actions based on results or feedback.		

Scoring Guide:

- **10–12 points (Excellent):** Strong understanding, thoughtful reflection, realistic and impactful strategies; clear evidence of adaptation.
- **7–9 points (Good):** Solid understanding, some emotional reflection, strategies mostly practical but needing refinement.
- **4–6 points (Partial):** Limited understanding; emotional insight or strategies underdeveloped.
- **0–3 points (Needs Support):** Minimal understanding or reflection; unrealistic or absent strategies.

Teacher note: Use the results to provide growth-oriented feedback (e.g., Glow, Grow, Next Step) and to identify students who need further support during the next lesson's 48 hour strategy trial debrief.

Reflection Prompts for Students	**Exit Ticket (End of 7.5)** **Instructions:** Take a few minutes to reflect thoughtfully on what you explored today. Be honest, this is just for you (and your teacher, if you're comfortable sharing). Think of this as the first step in truly owning your digital choices **3 insights about bias, credibility or manipulation I learned today:** _____ _____ _____ **2 actions I will take to broaden my perspectives or improve my feed:** _____ _____

<table>
<tr><td></td><td>1 question I still have:

_____

Emoji Self-Check:

• My feed makes me feel: 🙂 / 😐 / ☹️

• After trying my strategy, I want to feel: 🙂 / 😐 / ☹️</td></tr>
<tr><td>Peer/Self-Assessment Templates</td><td>Self-Assessment Quick Check

Instructions: Read each statement below and honestly check ✓/✗ or short note based on your understanding and effort during this lesson.

<table>
<tr><th>Statement</th><th>Response (✓/✗ or short note)</th></tr>
<tr><td>identified at least one bias indicator today.</td><td></td></tr>
<tr><td>I evaluated at least one source’s credibility (Who/How/Why).</td><td></td></tr>
<tr><td>I added or planned to add one new credible source to my feed.</td><td></td></tr>
<tr><td>I reflected on how my feed affects my mood or stress.</td><td></td></tr>
<tr><td>My strategy could help me feel less overloaded or manipulated because…</td><td></td></tr>
</table>
</td></tr>
</table>

Teacher Notes	• Present this lesson as empowerment, not censorship. The goal is to help students think critically and manage digital information, not to dictate "good" or "bad" media choices. • Set clear discussion norms in 7.1 ("listen to understand, not to win") to create a safe environment for exploring sensitive content. • Remind students that media literacy isn't only about facts, it's also about noticing how information makes us feel and why. • Focus on reasoning, not opinions. Redirect discussion with questions such as: "*What evidence supports that claim?" or "Which perspective is missing?"* • In the 48 hour strategy trial follow-up, guide students to notice patterns rather than success/failure. Example: *"What do you now notice about when you're most likely to doomscroll or get stressed?"* • Normalize that feeling manipulated or anxious by online news is common; awareness is the first step toward agency. • Begin the next lesson with the 5-minute 48 hour strategy trial debrief. This closes the self-regulated learning loop (plan → act → reflect → adapt). • Emphasize respect for diverse opinions and reinforce digital citizenship principles. Verify, empathize, and think critically.

APPENDIX I – BUILDING A BALANCED NEWS FEED

Building a Balanced News Feed

Instructions:

1. List the sources you actually use.
2. Audit them quickly (credibility, emotional pull, perspective).
3. Redesign your feed (Keep / Add / Limit) with reasons.
4. Set a tiny 48h action plan.

Step 1: My Current Sources

List your top **2–3 news or information sources** that you use most often (e.g., specific social media accounts, news websites, YouTube channels, influencers).

Source / Account/ Channel	Type (social media, website, influencer, etc.)	Why I use it most (1 sentence)

Step 2: Quick source audit (circle 1–5 and add a note)

1= low 5 = high

Source	Credibility (Who/How/Why)	Emotional Pull (clickbait?outrage?)	Perspective Diversity (multiple sides?)	Note (bias or trigger to watch)

Tip: "Emotional pull" high (4–5) isn't always bad, just notice it.

Step 3: Build a Balanced Feed

Category	Examples / Accounts	Why I chose this (impact on me)	Possible bias or emotional trigger to watch for
Keep (credible, reliable, still valuable)			
Add (new sources to broaden perspectives)			
Limit / Remove (sources that cause overload or stress)			

Step 4: Quick Reflection

- Right now, my feed mostly makes me feel: 😊 / 😐 / ☹️
- One manipulation sign I'll watch for (e.g., "rage bait", misleading thumbnails): _____
- After 48h, I want to feel more: 😊 / 😐 / ☹️ — because _____

Step 5: 48-Hour Strategy Trial

Purpose: Try out one strategy from your Balanced News Feed redesign for two days. Notice your triggers, emotions, and what changes.

My Strategy Plan

Strategy I will test: _____

When / Where I'll apply it: _____

If I notice (trigger): _____

Then I will (strategy response): _____

My 48-Hour Reflection Table

Date & Time	Trigger (What made me scroll?)	Feeling (🙂 / 😐 / ☹️)	Did I use my strategy? (✔/✗)	What happened after 5 minutes?	How did I feel after using it?
Example: Mon 19:30	A trending story on TikTok	😐	✔	Went for a walk	Felt calmer after pause

Next Lesson: Pair Debrief

- What worked best? _____

- What didn't work? _____

-How did this affect my stress or polarization? _____

- What will I try differently next time?_____

Lesson Plan 4	
Title	Building Digital Resilience: Managing Emotions in an Online World
Age Group	15 - 17 years old
Time Frame	45 - 50 minutes
Learning Objective	Students will develop an understanding of how online information environments influence their emotions, attention, and well-being. They will critically explore how algorithms and design features promote doomscrolling and information overload, and they will practice emotional regulation strategies to strengthen their digital resilience.
Learning Outcomes	Students will be able to: • Identify emotions and psychological effects linked to information overload and doomscrolling. • Recognize at least two personal emotional triggers and analyse how app design features (notifications, infinite scroll, algorithms) can intensify these responses. • Practice and articulate at least two emotional regulation techniques for managing digital stress.
Tools/Materials Needed	• Whiteboard or projector • Markers or pens • "Digital Emotions Check-in" worksheet (Appendix I) • Pre-printed "Digital Trigger Cards", "Resilience Strategy Cards" and “My Digital Resilience Toolkit” (Appendix II) • Large paper or poster board for each student/pair to build their toolkit, or access to a digital canvas tool (Canva, Padlet, Jamboard). • Short video clip (30s montage showing doomscrolling https://www.youtube.com/watch?v=thLHZeGYi8g)
Detailed Instructions	**Setting the Stage (7 minutes)** Begin by showing a short video or image sequence illustrating endless scrolling (e.g. https://www.youtube.com/watch?v=thLHZeGYi8g) and then ask: "*Think about a time you've spent a lot of time online, maybe scrolling through social media, watching videos, or reading news. How did your mood*

	change afterward, especially if you saw upsetting content or felt overwhelmed?" Allow for a moment of quiet reflection, then invite students to share their feelings (e.g., "I felt tired," "I felt stressed," "I felt a bit down," "I got angry"). Emphasize that these feelings are normal and that many people experience them. Introduce the core challenge: *"While the internet is amazing, it can also be a source of stress, leading to feelings like anxiety, sadness, or even anger if we're not mindful*." Co-define the lesson's purpose by writing the phrase "**Building Digital Resilience"** on the board and asking: *""What would make you feel more in control of your emotions online?"* Listen to students' suggestions and gather 3–4 student responses, summarizing them into **co-created goals**, e.g.: • *Recognize how online content affects me emotionally* • *Learn strategies to stay calm or focused* • *Manage my scrolling time better* Write or project these as "Our Class Goals for Today."
Detailed Instructions	**Exploration / Inquiry (10 minutes)** Distribute the "Digital Emotions Check-in" worksheet (or project the questions for students to reflect on in their notebooks). Instruct students to take a few quiet minutes to reflect individually on the questions: "*What specific kind of online content or social media interactions tend to make you feel stressed, sad, angry, or anxious?"* Also, encourage them to consider*: "When do you feel most overwhelmed by information or tempted to 'doomscroll'?"* **Divide students** into groups of 4. Have them categorize triggers (e.g., *comparison posts, bad news, negative comments, constant notifications, arguments*). Each group labels 2–3 common triggers and shares them on the board. Facilitate a whole-class discussion on **"Why do these triggers keep happening?"**. Guide reflection on **how design features amplify these emotions**. Ask: • "What makes you keep scrolling even when you feel worse?" • "Which app features might be designed to pull you back in?" • "How do notifications or recommendations affect your mood?" Summarize with key terms: *infinite scroll, notifications, reward loops, algorithms,* connecting back to information overload and doomscrolling.

Detailed Instructions	**Main Task / Creation (15 minutes)** Divide students in pairs or small groups and provide them with a set of pre-printed **"Digital Trigger Cards"** and **“Resilience Strategy Cards”**. For each Trigger Card, they will then select a corresponding Resilience Strategy Card that they believe would help them manage that specific trigger. They have to match the cards by They should categorize them into these tiers: • **"Pre-Scroll Prep"**: A strategy to use before engaging with the trigger (e.g., setting a timer before opening social media if "feeling bored and just scrolling" is a trigger). • **"In-the-Moment Move"**: A strategy to use while encountering the trigger and feeling overwhelmed (e.g., deep breathing if "online arguments" is a trigger). • **"Post-Scroll Recovery"**: A strategy to use after disengaging if the trigger still caused negative feelings (e.g., talking to a friend if "seeing perfect lives" caused sadness). Encourage discussion around why certain strategies work better for certain triggers. Then each student chooses **3** triggers that affect them most from the cards. Provide also blank cards for students to write triggers identified in 7.2. For each of their 3 triggers students write (or type, if digital) the matching strategies on their *Digital Resilience Toolkit* sheet. They also add: • One *habit or app setting adjustment* (e.g., turning off push notifications, limiting “For You” feed time, scheduling offline breaks). • A short note: *“This strategy helps because…”* Circulate to ensure students can justify each card match. Each student selects one strategy from their Toolkit to test in the coming days as part of a 48-hour personal experiment. **Sharing & Peer Feedback (5 - 10 minutes)** Have students form new pairs and inform them that each shares one emotional trigger and one strategy from their toolkit. (ideally, the one they plan to test over the next 48 hours). Encourage them to explain briefly *why they think this strategy might work* and *how it connects to a specific habit or design feature*. Explain to them that each partner responds by using the following frame to provide peer feedback: • *“Evidence I see…”* (what makes sense or feels effective), • *“Even better if…”* (a small suggestion or alternative idea), • *“I might also try…”* (optional — connection or shared insight).

	Encourage short, kind, and specific comments (no judging or personal opinions).
Detailed Instructions	**Reflection & Closure (5 - 10 minutes)** Hand out to each student a 3-2-1" exit ticket in Reflection Prompts. Students should **individually reflect on the lesson** by answering the following prompts: "3 things I learned about managing my emotions or triggers when online", "2 strategies I found most useful for managing them" and "1 action I will take over the next 48 hours to strengthen my digital resilience" and emoji check. Invite students who feel comfortable to share one insight or "next step" aloud. Reinforce that the goal is *awareness and growth*, not perfection. **Collect** the exit tickets as a form of assessment and to inform future lessons. **End with:** "*Over the next 48 hours, you'll try out the strategy you chose. We'll start our next lesson by reflecting on what worked, what didn't, and how it affected your emotions or focus.*"
Link to DigRight App	Students are encouraged to use the DigRight App at home to reinforce learning. The scenarios feature mood swings can help students observe the connection between their digital habits and emotional state. Specific scenarios within the app could present NPCs experiencing digital stress, prompting students to apply emotional regulation choices from their "Digital Resilience Plan"
Inclusion/Adaptation Tips	• Allow multiple ways for students to express emotions and strategies, through writing, drawing, emoji-based charts, or digital tools. • Use the Digital Emotions Check-in with emojis to support visual learners or students with limited emotional vocabulary. • Give students the choice to skip or anonymize personal examples. Offer a quiet reflection space for anyone feeling overwhelmed. • Acknowledge that emotional expression varies across cultures, some students may prefer private reflection, others open discussion. Normalize both. • Provide sentence starters (e.g., "When I see ___ online, I feel ___ because..."). Offer simplified card sets or pre-selected examples for students who need extra support. • Allow speech-to-text, read-aloud functions, or collaborative online boards (Padlet, Mentimeter) for accessibility.

Assessment, Evaluation & Reflection	**Formative assessment** will be conducted throughout the lesson. This includes observing participation during group discussions and brainstorming. Teacher notes whether students: • Identify emotions and triggers accurately. • Recognize design features that intensify emotions. • Link strategies appropriately to triggers. • Demonstrate empathy and emotional vocabulary in discussion. **Peer assessment** will be conducted during 7.4, where students use the three-part frame to give supportive, specific comments on each other's toolkits. **Self-assessment** will be conducted through the "3-2-1" exit tickets, providing a final check on student understanding of the key concepts and their application, as well as the the reflection section of their *Digital Resilience Toolkit* to document insights and plan a 48-hour strategy trial.

Observation Tools (checklists, rubrics)

Digital Well-being Strategy Plan Rubric

Purpose: To assess the quality and thoughtfulness of each student's individual Digital Digital Resilience (the main task of the lesson).

Criteria	Excellent (3 pts)	Good (2 pts)	Developing (1 pts)
Selection of Tiered Strategies	Clearly explains how triggers influence mood and how strategies help regulate emotions.		
Justification of Strategy Choices	Connects emotions to specific digital features or habits that intensify them.		

Actionability & Practicality of Toolkit	Evaluates how strategies worked and plans adaptation for future use.		
Metacognitive Reflection	Evaluates how strategies worked and plans adaptation for future use.		

Scoring Guide:

- **10–12 pts (Excellent)**: Deep emotional and critical understanding; strategies realistic; clear evidence of reflection and growth.
- **7–9 pts (Good)**: Solid understanding; strategies practical but reflection could deepen.
- **4–6 pts (Partial)**: Limited insight or vague strategies; minimal reflection.
- **0–3 pts (Needs Support)**: Incomplete understanding; missing or inappropriate strategies.

Reflection Prompts for Students	**Exit Ticket (End of 7.5)** **Instructions:** Take a few minutes to reflect thoughtfully on what you explored today. Be honest, this is just for you (and your teacher, if you're comfortable sharing). Think of this as the first step in truly owning your digital choices **3 things I learned about my emotions or triggers online:** _____ _____ _____ **2 strategies I found most helpful:** _____ _____

<table>
<tr><td></td><td>1 action I'll take in the next 48 hours:

_____

Emoji Self-Check:

• How do I feel about my online habits now?: 🙂 / 😐 / ☹️

• After trying my strategy, I want to feel: 🙂 / 😐 / ☹️</td></tr>
<tr><td>Peer/Self-Assessment Templates</td><td>
Single-Point Rubric (Peer Feedback)
<table>
<tr><th>Prompt</th><th>Feedback</th></tr>
<tr><td>Evidence I see…</td><td></td></tr>
<tr><td>Even better if…</td><td></td></tr>
<tr><td>I might also try…</td><td></td></tr>
</table>
Sentence starters:

• "Evidence I see you added ___ which shows awareness of …"
• "Even better if you tried ___ to reduce stress or overload."
• "I might also try ___ because …"

Self-Assessment Checklist

Instructions: Read each statement below and honestly check ✓/✗ or short note based on your understanding and effort during this lesson.
<table>
<tr><th>Statement</th><th>Response (✓/✗ or short note)</th></tr>
<tr><td>I identified at least one emotional trigger.</td><td></td></tr>
<tr><td>I linked it to a specific app feature or habit.</td><td></td></tr>
<tr><td>I matched a useful strategy to each phase</td><td></td></tr>
</table>
</td></tr>
</table>

<table>
<tr><td></td><td>
<table>
<tr><td>I can explain why my strategy might help me feel better.</td><td></td></tr>
<tr><td>I planned a small change I can try in the next 48 hours.</td><td></td></tr>
</table>
</td></tr>
<tr><td>Teacher Notes</td><td>

Present digital emotions as universal and manageable. Emphasize growth and self-regulation rather than “good vs. bad” emotions.
Model empathy and curiosity by validating feelings without analysis or judgment. Encourage metacognitive questioning: “What did you notice about your reactions?” rather than “Why did you feel that way?”
Establish trust early (confidentiality, respect, no forced sharing). Keep emotional disclosures brief and redirect focus on strategies and skills.
Ask students to connect their emotions with design features (“What kept you scrolling?”) and personal choices (“What can you adjust next time?”).
Start the next lesson with a short debrief on the 48-hour strategy trial: “Which strategy worked best, and why?”
After class, note emotional trends or recurring triggers to inform future lessons on digital well-being or app design awareness.

</td></tr>
</table>

APPENDIX I – DIGITAL EMOTIONS CHECK-IN

Digital Emotions Check-in

Name: _____ **Date:** _____

Instructions: Think about your recent experiences online — social media, videos, chats, or news.
Mark the emotions you've experienced most often and rate how strong each one felt on a scale from **1 (very mild)** to **5 (very strong)**.
Then describe what kind of content or situation triggered it.

Part 1: My Online Feelings

(Tick all that apply or draw your own emoji if it's not here!)

Emotion	Did I feel this recently? (✓)	Intensity (1–5)	What usually triggers this feeling online?
😌 Calm / relaxed			
😀 Excited / happy			
😐 Bored / indifferent			
😕 Confused / overwhelmed			
😰 Anxious / stressed			
😡 Angry / frustrated			
😢 Sad / discouraged			
😱 Shocked / scared			
😴 Drained / tired			

Tip: *There's no "right" or "wrong" feeling. This is about noticing patterns.*

Part 2: Reflection Prompts

1. Which emotions are **most frequent or strongest** for you online?

2. What kinds of content, apps, or activities seem to **trigger** them?

3. How do these emotions **affect your scrolling behaviour**? (e.g., do they make you stay longer, leave, argue, compare, etc.)

Part 3: Optional Visual Check-In

Draw, colour, or mark your **current online mood** on the scale below.

😞 — 😐 — 🙂 — 😀 — 😍

(Circle or colour the one that best fits your current state.)

APPENDIX II - MY DIGITAL RESILIENCE TOOLKIT

My Digital Resilience Toolkit

Instructions

Using the Trigger & Strategy Cards, identify three situations or emotions that affect you most when online. Record the matching strategies you think could help, one for each stage:

- *Pre-Scroll Prep*
- *In-the-Moment Move*
- *Post-Scroll Recovery*.

Then add one realistic *habit or setting adjustment* (for example, turning off notifications, setting time limits, or taking offline breaks). Finally, choose one strategy to test over the next 48 hours and note what success would look like.

Part A – My Top 3 Triggers and Strategies

	Trigger (What usually causes stress or overload?)	**Pre-Scroll Prep** (Before going online)	**In-the-Moment Move** (While scrolling)	**Post-Scroll Recovery** (After scrolling)
1				
2				
3				

Part B – My Habit / Setting Adjustment

(Choose one small change in how you use apps or devices.)

🛠️ *I will adjust:* _____

🧠 *Why this will help me:* _____

Part C – 48-Hour Strategy Trial

My trigger	Strategy I will test	When / Where	**How I'll know it helps** (my sign of success)

Reflection (after the trial)

- How did using your strategy affect your stress, focus, or emotions?

- Will you keep using it? What might you change?

Digital Trigger Cards

Seeing perfect lives on social media	Constant bad news alerts
Online arguments	Feeling pressured to respond instantly
Notifications late at night	Feeling bored and just scrolling
Fear of missing out (FOMO)	Comparing likes/followers with others
Getting negative or critical comments	Reading emotionally triggering content
☐ _____	☐ _____
☐ _____	

Resilience Strategy Cards

Take 5 deep breaths	Put phone in another room for 15 mins
Listen to uplifting music	Talk to a trusted friend
Set a daily screen time/app limit	Actively search for positive content
Go for a short walk	Write down what you're feeling
Mute or unfollow triggering accounts	Turn off non-essential notifications
Replace scrolling with a meaningful habit (e.g., reading)	Do a short meditation or mindfulness exercise
☐ _____	☐ _____
☐ _____	

Lesson Plan 5	
Title	Digital Voices: Using Storytelling to Make an Impact
Age Group	16 - 18 years old
Time Frame	50 minutes
Learning Objective	Students will analyse how digital platforms can be used not just for consumption, but as powerful tools for advocacy and positive social change. They will collaboratively create a short digital storytelling piece (e.g., a storyboard for a video, a draft infographic, a series of social media posts) aimed at addressing a specific aspect of digital well-being or countering online negativity. Ultimately, they will see themselves as active, ethical digital citizens capable of shaping online spaces through credible, inclusive, and inspiring stories.
Learning Outcomes	Students will be able to: • Identify and analyse how digital storytelling can promote positive messages and counter harmful online trends. • Recognise the key elements of responsible and ethical online communication, including respect, accuracy, and consent. • Develop a clear and focused message for a digital advocacy project related to digital well-being. • Design and draft a short digital storytelling piece that conveys their message effectively.
Tools/Materials Needed	• Whiteboard or projector • PCs with Internet access • Markers or pens • Digital advocacy campaigns/stories (provided below for teacher reference, Infographic) • Large paper/poster board, coloured markers/pencils (for storyboarding/infographic drafting), or access to simple digital design tools (e.g., Google Slides, Canva basic features, if available and time permits for quick drafting).
Detailed Instructions	**Setting the Stage (7 minutes)**

	Begin by asking: "*We've spent a lot of time talking about the challenges of being online, information overload, doomscrolling, social pressures. But what if we could use these same platforms to create positive change? What kinds of messages do you think the online world needs more of?"* Allow for a moment for students to think, then invite a few to share their ideas, perhaps noting some down on the whiteboard (e.g., "more kindness," "solutions to problems," "inspiring stories," "real-life experiences"). Write on the board: **"What makes a digital message impactful?"** Students brainstorm short ideas (e.g., *clear message, emotion, honesty, creativity, credibility, respect*). **Summarize 4–5 common** ideas and say: *"These will be our shared success criteria as we create our own stories today."* Then, **introduce the concept** of digital storytelling, explaining it as "*using creative digital formats (like short videos, infographics, or social media campaigns) to share important messages and inspire action."* **Co-define the lesson's purpose** by asking: "Gi*ven what we've discussed, what do you hope to achieve or be able to do by the end of this lesson? What kind of positive impact do you want to learn how to make online?*". Then listen to their suggestions Based on their input, state the lesson's goal: "*Excellent! Today, our goal is to empower you to move beyond being just passive consumers. We'll explore how to become active creators of positive online impact, using digital storytelling to advocate for digital well-being and contribute to a better online environment*."
Detailed Instructions	**Exploration / Inquiry (10 minutes)** Present the following (you can find similar clips) 2-3 short, impactful examples of digital advocacy campaigns or stories. **Example 1**: Show the following fast-passed video on information overload (https://youtube.com/shorts/Yhf46e4o8Ec?si=o5vNQgkOGz0zUJkd) Then ask: ○ *What message is this trying to send?* (Benefits of unplugging). ○ *Who is the target audience?* (Teens, anyone feeling overwhelmed). ○ *What makes it effective?* (Visual contrast, relatable problem, simple solution, catchy hashtag). ○ *How does it make you feel compared to a typical 'doomscroll'?* **Example 2**: Present the Infographic Then ask: ○ *What message is this trying to send?* (Importance of verifying info, fighting misinformation). ○ *Who is the target audience?* (Anyone online, especially those who share quickly). ○ *What makes it effective?* (Clear steps, visual appeal, addresses a real problem). ○ *How does it make you feel compared to a typical 'doomscroll'?* Facilitate class discussion on how these examples offer a different experience than doomscrolling and how they use storytelling to create a positive

	influence. Encourage students to think about the different ways digital media can be used for good.
Detailed Instructions	**Main Task / Creation (25 minutes)** Divide students into groups of 4. Each group will choose ONE specific digital well-being challenge (e.g., excessive screen time, online comparison, misinformation, online negativity) and collaboratively create a *draft* of a short digital advocacy piece. Before creating have the groups discuss. Provide large paper, markers, and/or access to simple digital design tools (like Canva for storyboards/infographic layouts, or a shared document for scripts) as available. Guide groups to choose one format and follow its specific instructions. Before starting have groups discuss: • *What issue or value do we want to highlight? (e.g., kindness, digital balance, inclusion, misinformation awareness)* • *Who is our audience? (classmates, younger students, online peers)* • *What format fits our message best? (storyboard, short script, social post, infographic, video draft, etc.)* Circulate among groups, providing guidance, answering questions, and ensuring they stay focused on conveying a clear, positive message for advocacy. **Options** **Option A: Short Video Concept (Storyboard)** **Materials:** Large paper/poster board, markers/pencils, or digital slide presentation software. **Task:** Create a simple storyboard with **3-5 key frames/scenes**. For each frame, groups should: • Draw a rough sketch of the visual. • Write a brief description of the action or visual content. • Include any text overlays that would appear on screen. • Note any audio ideas (e.g., background music, voiceover, sound effects, dialogue). • Ensure the storyboard clearly shows the problem, the positive message/solution, and a call to action. **Option B: Infographic Draft** **Materials:** Large paper/poster board, markers/pencils, or basic digital design software (e.g., Canva, Google Drawings, Google Slides). **Task:** Sketch a draft of an infographic. Groups should: • Determine a clear title that conveys their message. • Outline 3-4 main sections or points. • For each section, include key facts/stats (mock data is fine, or they can use general ideas like "76% of teens feel stressed and overwhelmed"), simple icons, and brief explanatory text.

	• Include a clear call to action (e.g., "Unplug for an hour!"). • Focus on visual hierarchy and how information flows. **Option C: Social Media Campaign (Series of Posts)** **Materials:** Large paper/poster board, markers/pencils, or a shared document. **Task:** Draft a series of **3-5 linked social media posts** (e.g., an Instagram carousel or TikTok captions with video ideas). For each post, groups should: • Write the main text/caption. • Describe the accompanying visual/video idea (e.g., "image of person looking stressed," "short video clip of a quick transition"). • Include relevant emojis and 2-3 strong hashtags. • Ensure the posts tell a cohesive story or deliver a progressive message across the series, leading to a call to action.
Detailed Instructions	**Sharing & Peer Feedback (10 minutes)** Each group will briefly present their drafted digital advocacy piece to the class. They shortly state: • *Our message is about…* • *We want our audience to feel or think…* After each presentation, invite two short peer comments using the single-point frame: • **"Strongest impact:"** What worked well or felt powerful? • **"Even clearer if…"** One specific suggestion for improvement. Optionally, students can give written feedback on slips or Padlet. Then, each group takes 1 minute to note or discuss: • *What feedback stood out?* • *What would we change if we had more time?* This allows groups to see diverse approaches and refine their ideas.

Detailed Instructions	**Reflection & Closure (5 minutes)** Hand out to each student a 3-2-1" exit ticket in Reflection Prompts. Students should **individually reflect on the lesson** by answering the following prompts: "3 things I learned about using my voice online", "2 ways my group collaborated or improved our message" and "1 question I still have about making a positive impact online". **Collect** the exit tickets as a form of assessment and to inform future lessons. Invite 2–3 volunteers to share one insight or "aha" moment. Conclude by summarizing*: "Your voices have power, being responsible and reflective creators helps make online spaces more meaningful."* Invite students to test or share their digital stories in a real-world or school-safe space (e.g., a class Padlet, digital wall, or project blog).
Link to DigRight App	Students are encouraged to use the DigRight App at home to reinforce learning. The app's scenario-based dilemmas can serve as inspiration for their own digital storytelling projects. Students could consider how they might create their own short digital stories that address the themes of digital addiction and well-being to promote positive digital habits among their peers.
Inclusion/Adaptation Tips	● Provide a list of potential positive digital well-being topics. ● Allow students to choose how public their advocacy work will be (e.g., class-only, anonymous, group name). Students may create written, visual, audio, or hybrid formats to express their ideas comfortably. ● For learners who feel less confident speaking or presenting, provide options such as pre-recorded voice notes, illustrated storyboards, or written captions instead of oral delivery. ● Encourage students to incorporate multiple languages, symbols, or cultural references that reflect their identities. Multilingual captions or bilingual storytelling strengthen inclusivity and authenticity. ● Avoid topics that might evoke distress. Offer alternative advocacy themes (e.g., kindness, sustainability, online empathy) and remind students that personal stories are optional. Provide a "pass" option for anyone who prefers not to share publicly. ● Provide sample templates, sentence starters, or visual organizers for groups needing extra structure (e.g., "Our message is about… / We want people to feel…"). Allow additional time or teacher guidance for groups struggling with collaboration or decision-making. ● Ensure all students can access materials by allowing use of digital tools (e.g., Canva, Padlet, voice typing, text-to-speech). Offer high-contrast visuals, subtitles, or printed materials for diverse needs.

Assessment, Evaluation & Reflection	**Formative assessment** will be based on observation of student participation in discussions, and evaluation of the drafted digital advocacy piece for clarity of message, audience awareness, creativity, and feasibility of format. **Self-assessment** through the "3-2-1" exit tickets that will provide a final check on learning outcomes and enthusiasm for positive digital creation. **Peer Assessment** through the feedback students give and receive using shared success criteria co-created in 7.1 and refined in 7.3 (clarity, authenticity, emotional impact, credibility, respect).

Observation Tools (checklists, rubrics)

Digital Advocacy Campaign/Stories – Group Assessment Checklist

Purpose: Use this checklist to observe each group's work during the creation phase (7.3) and their presentation (7.4).

Group Members: _____

Digital Advocacy Format (A–C): _____

Chosen Topic: _____

Criteria	3 Points	2 Points	1 Points	Score
Collaboration & Negotiation	All members contribute actively and respectfully. Group negotiates ideas fairly and integrates diverse perspectives.	Uneven participation. Limited discussion or decision-sharing.	Minimal collaboration or unequal participation.	___ /3
Creative Process & Problem-Solving	Shows initiative, experimentation, and flexibility. Group adjusts	Some evidence of creative thinking,	Follows basic instructions	___ /3

	ideas thoughtfully during creation.	but limited revision or adaptation.	without creative input.	
Message Clarity & Design	Message is authentic, focused, and emotionally engaging. Clear call to action.	Message somewhat clear. The purpose or tone needs refinement.	Message unfocused or unclear.	___ /3
Ethical & Critical Awareness	Demonstrates understanding of credibility, consent, and digital citizenship. Group reflects critically on online influence.	Partial awareness or inconsistent application.	Little awareness of ethics or responsibility.	___ /3
Reflection on Impact & Learning	Thoughtfully reflects on process, impact, and group dynamics. Group suggests concrete improvements.	Some reflection, mostly descriptive.	Minimal reflection or awareness of improvement.	___ /3

Total: _____ /15

Scoring Guide:

- **13–15 pts (Excellent):** Strong collaboration and creativity; clear, ethical message with thoughtful reflection.
- **10–12 pts (Good):** Solid teamwork and message clarity; some reflection and ethical awareness.
- **6–9 pts (Partial):** Basic message, limited process reflection.
- **0–5 pts (Needs Support):** Minimal teamwork or ethical awareness.

Reflection Prompts for Students	• How can creating positive content change your own relationship with the internet?

<table>
<tr><td></td><td>

- What responsibility do we have to share positive or constructive messages online?

Exit Ticket

Instructions: Take a few minutes to reflect thoughtfully on what you explored today. Be honest, this is just for you (and your teacher, if you're comfortable sharing). Think of this as the first step in truly owning your digital choices

3 things I learned about using my voice online:

_____

_____

_____

2 ways my group collaborated or improved our message

_____

_____

1 question or insight I have about making a positive impact online:

_____

</td></tr>
<tr><td>Peer/Self-Assessment Templates</td><td>

Self-Assessment Checklist

Instructions: Use this checklist to reflect on what you learned during today's lesson on **digital storytelling for advocacy**. Think about how well you understood the ideas, contributed to your group, and what you might want to explore more in the future.

</td></tr>
</table>

Check your answers:

Prompt	Yes (✓)	Somewhat (~)	Not Yet (X)
I contributed ideas and listened to others.	☐	☐	☐
I helped make group decisions respectfully.	☐	☐	☐
I applied our success criteria to our message.	☐	☐	☐
I used our success criteria to guide our story.	☐	☐	☐
I thought about how our message could affect others.	☐	☐	☐
I considered accuracy, respect, and privacy when creating content.	☐	☐	☐
What was my biggest learning moment today?			
What was my biggest learning moment today?			

Teacher Notes	• Present the session as a celebration of students' creativity and voice, not a technical design challenge. Emphasize message clarity, empathy, and authenticity over visual perfection. • Model curiosity and encouragement. Treat each student project as a valid expression of perspective, regardless of polish or language level. Reinforce that advocacy can be small-scale, personal, and positive. • Remind students that responsible storytelling includes respect for privacy, consent, and accuracy. Encourage them to consider whether images, names, or quotes they include belong to them or are used with permission. • During discussions, highlight how algorithms and engagement patterns can privilege sensational or negative content. Use this to reinforce students' role as intentional, ethical digital citizens who can shape online spaces constructively. • Praise teamwork, communication, and adaptability during creation as much as the final story. Use prompts such as "How did your group decide what to include?" or "What made your message feel authentic?" • Consider allowing groups to refine their draft stories after feedback. Optional next-step activities include publishing them on a school Padlet, internal blog, or digital exhibition—always ensuring moderation and consent. • After the lesson, note which themes or issues resonated most with students. These insights can inform future modules on empathy, misinformation, or online civic participation.

3.7 Online Chatting & Virtual Relationships

Lesson Plan 1	
Title	Online chatting and virtual relationships
Age Group	12-14 years old
Time Frame	45-50 minutes
Learning Objective	To develop students' understanding of online safety by helping them recognise online threats, connect those to emotional, social, and cognitive risks, and apply protective strategies to ensure their well-being in digital environments.
Learning Outcomes	• Identify online dangers related to chatting and virtual contact (e.g. emotional manipulation) • Explain how to protect themselves cognitively, socially, and emotionally. • Demonstrate awareness of safe and emotionally balanced online behaviour.
Tools/Materials Needed	• pencil • A4 blank paper • Secret identity cards (prepared by teacher) • Powerpoint presentation made by teacher (learning objectives, outcomes, instructions during the lesson etc) • Computer & Projector • Internet access • Cybersecurity ABC Rules (on slide or print-out)
Detailed Instructions	**Setting the Stage (5 minutes)** Teacher asks: a) "Raise your hand if someone you didn't directly know (e.g friend of your friend friends) has ever messaged you online." b) "Why you wanted to chat with this person?"

	c) "What clues helped (or not), you decide to trust them?" This targets the lesson by acknowledging real online experiences and activating prior knowledge. Introduce lesson objectives and connect to cognitive, social, and emotional risks: - How does constant chatting affect your focus and memory? (Cognitive) - Why do people act differently online? (Social) - How does it feel when someone ghosts or unfriends you? (Emotional)
Detailed Instructions	**Exploration / Inquiry (10-15 minutes)** Each student receives a secret identity card (prepared by the teacher): - Person who is always online and often lonely; - Person who shares perfect photos but hides stress; - Person who uses a fake profile to seem older; - Person who uses chatting to feel popular. Students draw a profile/avatar of the character based only on the card explanations. Drawings are swapped anonymously across the room. Each student now guesses what kind of person is represented in the drawing: - Do they seem trustworthy? - Would you chat with them online? Why or why not? - "What do you think they're like emotionally?" Original creators of the secret identity cards are now revealed. The class discusses: - How accurate were your impressions? - What surprised you? - How often do we misjudge people online? - How does this affect emotional responses, trust, or decisions? Framework Alignment: - Cognitive: Shows the limits of interpreting incomplete information online - Social: Demonstrates misreading identity and intent - Emotional: Reveals how appearances influence trust, anxiety, or attachment The teacher should guide the discussion to help students understand that in online communication, it is not always possible to immediately verify whether the person on the other side of the network is who they claim to be.

Detailed Instructions	**Main Task / Creation (15-20 minutes)** In a group of 4, students read a selection of Cybersecurity ABC rules (presented via slide or printed). On a new A4 sheet, they create a table with three columns: - rules I already follow - ... heard of but don't follow - ... that are new to me While filling in the table, students are asked to think: - How does this rule protect your focus and attention? - How does it protect your feelings? - How does it help you avoid misunderstandings in chatting? Teacher circulates and supports groups by asking guiding questions: - Which rule would protect you from trusting the wrong person? - Which rule helps when someone sends you unexpected messages or links? - Which rule connects to your own experiences? Framework Alignment: - Cognitive: Recognizes habits that reduce distractions or overload - Social: Promotes safe interactions and informed digital boundaries - Emotional: Highlights rules that reduce anxiety or emotional dependence Cybersecurity ABC Rules presented by teacher: ● Use different strong passwords for different environments. ● Update your passwords regularly and do not share them with others. ● Do not disclose your personal information or share it with strangers. ● Do not open unknown emails, links, or attachments. If a friend sends a link or attachment with an unusual communication style and/or text, always double-check what it is about. ● Do not accept friend requests from unknown users. ● Make sure the website where you need to enter personal data is protected by a secure encrypted connection: the address starts with https. ● Ensure that the web address you are on exactly matches the correct one (e.g., google.com vs g00gle.com). ● Do not share revealing pictures or videos of yourself with strangers or casual acquaintances. ● Prefer communication channels that use end-to-end encryption. ● It is safer to use mobile data than public WiFi networks. ● Review your social media profile settings and make sure that posts on your wall are visible only to your friend list members. Facebook users can select "Limit past posts" under Settings -> Privacy. After pressing "Limit," all previous posts become visible only to friends.

	• Try to avoid using shared or public devices. If not possible, always log out from all visited and logged-in places. • Keep your computer and mobile device software up to date. • Download apps for your phone only from official stores: Google Play Store, Apple App Store. • Install antivirus software on your computer and smartphone. • Regularly backup your files on both your computer and phone. Use cloud services or drives that are separate from your main system, preferably offline or on a different network. • Always enable two-factor authentication in your environments when possible.
Detailed Instructions	**Sharing & Peer Feedback (5-10 minutes)** Each group chooses one rule from the "new to me" column that surprised them the most. They present: - What the rule means? - Why they didn't know about it? - How it could help avoid emotional or social risks in online chatting? Encourage peer comments: - Has anyone had a situation where this rule would have helped? - Can you see yourself using this rule now? Framework Alignment: - Encourages reflection on how rules protect social-emotional well-being - Fosters empathy and insight into different digital experiences **Reflection & Closure (5-10 minutes)** Each student will reflect and write down on a sticky note (post-it), while identifying an Online chatting and virtual relationships weakness and what they will pay more attention to in the future. Teacher separates the sticky notes in category of three: - Cognitive: Drawing task (incomplete info), cybersecurity rules (attention, distraction), reflection on digital habits; - Social: Misjudging avatars, rules about identity verification, group sharing of experiences; - Emotional: Drawing reveals emotional motives; reflection supports mood awareness, regulation, boundary-setting.
Link to DigRight App	Students can use the DigRight App to explore more safe chatting practices and test their decision-making in simulated online scenarios.

Inclusion/Adaptation Tips	• Group students strategically to support language or social needs; • provide visuals with each cybersecurity guidelines to support students with information processing challenges.
Assessment, Evaluation & Reflection	**Formative assessment** will be used throughout the lesson by observing student participation in discussions and group activities. Peer assessment will occur during group sharing, as students reflect on each other's ideas. **Self-assessment** takes place during the sticky note reflection at the end of the lesson. The teacher will assess students' understanding by evaluating how well they can identify risks, apply safety rules, and make connections to their own online behavior.

Observation Tools

Observation Checklist will help the teacher monitor engagement, collaboration, and understanding:

- Participates actively in discussion
- Identifies at least one cognitive, social or emotional risk
- Creates complete mind map and pros/cons table
- Reflects on personal digital behavior

Reflection Prompts for Students	Respond to the following self-assessment feedback.
Peer/Self-Assessment Templates	Name: _____ Date: _____ ✓ Tick what applies: ☐ I listened actively in my group ☐ I shared at least one idea or experience ☐ I can name at least one cognitive, social and emotional risk factor related with online chatting and virtual relationship
Teacher Notes	Watch for signs of students relating content to real struggles. Handle with sensitivity. Be ready to offer further help or refer concerns (e.g., anxiety or addiction signs). Reinforce positive digital behaviors and empathy in peer interactions. Teacher may concider for Cybersecurity ABC rules additional students co-creation rule, based on each group personal online experience.

Lesson Plan 2	
Title	Balancing Online Chatting & Real-Life Connections
Age Group	12–14 years old
Time Frame	45–50 minutes
Learning Objective	Students will understand what online-chatting and virtual-relationship addiction is, recognise its cognitive, social, and emotional effects, and practise strategies for healthy digital habits. By analysing real-life scenarios and reflecting on their own screen use, learners will build critical thinking, collaboration, and self-regulation skills - and apply their knowledge to co-create and justify a shared digital well-being code.
Learning Outcomes	LO1: Identify at least three signs of unhealthy online-chatting behaviour. LO2: Explain two personal strategies for preventing excessive dependence on virtual relationships. LO3: Collaboratively design a class “digital well-being code” and justify its rules.
Tools/Materials Needed	• Projector or whiteboard • Printed scenario cards • Sticky notes & markers • “My Digital Relationship Map” worksheet (or A3 paper) • Timer or classroom clock • Optional: DigRight app for post-lesson follow-up
Detailed Instructions	**Setting the Stage (5-10 minutes)** Ask students: “How many messages did you send yesterday?” Raise hands for: • 0–20 • 21–50 • 51+

	Then ask: “Why do we message so much?” Write answers on the board: habit, fun, boredom, FOMO, dopamine kick etc. Now read this short story aloud: “It’s 11:30 PM. Tom is still chatting in a group chat. He knows there’s a test tomorrow but wants to keep the streak. The next day, he’s tired, forgets homework, and feels anxious. It keeps happening.” Ask: ● What is Tom feeling? ● Why is stopping hard? Wrap up: “Today we’ll explore when chatting helps and when it hurts and how to stay in control.”
Detailed Instructions	**Exploration / Inquiry (5-10 minutes)** In pairs, students receive scenario cards (e.g., “Stays online until 2 a.m. to talk with gaming friends abroad“, “Feels anxious when no one replies in the group chat within minutes.”, “Deletes messages to hide online conversations from parents or friends.”). They discuss: Why might this character behave like this? Is it emotional, design-related or environmental? Each pair writes their reasoning on sticky notes and posts them under three categories on the board: ● Psychological factors (e.g., loneliness) ● Platform design (e.g., streaks, notifications) ● Environmental factors (e.g., no parental limits) Class discusses the most common causes and connects to real-life experiences. **Main Task / Creation (20-25 minutes)** Students work in groups of 4 to complete a Digital Relationship Map for a fictional teen, “Alex.” They identify: ● Who Alex chats with daily (friends, influencers, strangers). ● How much time is spent with each.

	• Whether each tie is supportive, neutral or risky. • Three realistic rules to restore healthy balance. They transfer their map to A3 paper or poster, using colours, labels or icons. Teacher circulates and prompts with questions like: • "Which connections are meaningful?" • "What would help Alex feel better offline?" This task supports constructivist learning: students build meaning together, apply theory to practical choices, and engage in self-directed problem-solving.
Detailed Instructions	**Sharing & Peer Feedback (5-10 minutes)** Each group does a 90-second gallery walk where they present their map. Peers provide feedback using two sticky notes: • Glow: "One thing we liked…" • Grow: "One thing to consider…" Feedback prompts: • "Your map clearly shows…" • "Have you thought about including…" Encourage respectful language and evidence-based comments. **Reflection & Closure (5-10 minutes)** Students fill out a "3-2-1 Exit Ticket": • 3 things they learned • 2 strategies they'll try this week • 1 question they still have Teacher collects these for formative insights. Optional reflective prompt: "What will be the hardest rule for you to follow, and why?" This encourages students to anticipate challenges, build

	metacognitive awareness, and think about how they might overcome obstacles. Wrap up with a brief guided pause: students put phones face down, close eyes, take a breath, and imagine an offline moment that makes them feel good. Affirm: "You're in charge of your digital life and your well-being."
Link to DigRight App	Students can use the DigRight app's "Social Media & Online Chatting" module as a preparatory activity before the actual lesson. The teacher can share the app link through the internal Student Information System or during the previous lesson.
Inclusion/Adaptation Tips	• Use large-font or voice-recorded cards for EAL and SEN learners • Pair less confident students with strong communicators • Provide printed and digital worksheets • Use timers for attention support • Accept visuals or emojis in place of words where needed • Include culturally diverse examples in discussion
Assessment, Evaluation & Reflection	Teacher observes group work, noting participation and idea development. Peer feedback from gallery walk. Exit tickets provide individual understanding and intent to change behaviour. Misconceptions noted for follow-up lessons.

Observation Tools

Observation Checklist:

- Students engage and listen actively
- Critical reasoning appears in group talk

- Students identify healthy vs. risky online habits

Gallery Walk Formative Rubric:

- Clear explanation of map
- Thoughtful classification of relationships
- Realistic and student-relevant rules
- Collaboration and creativity

Exit Ticket Rubric (max 5 pts if you need to put the points and cannot give more learning supportive assessment):

- 3 accurate learnings (2 pts)
- 2 actionable strategies (2 pts)
- 1 thoughtful question (1 pt)

Reflection Prompts for Students

- What surprised you about your online relationships?
- What will be hardest to change and how can we help?
- Who supports your balance online and offline?

Peer/Self-Assessment Templates

Criterion	Yes	Partly	No	Comment
Our map shows risky vs. supportive ties				
We proposed realistic rules				
I contributed to the task				
Everyone contributed to the task				

Teacher Notes

Watch for students who downplay high screen use or show distress discussing online pressure. Gently redirect, avoid judgment. Model healthy boundaries yourself by not checking your phone during class. Have referral info ready in case emotional issues arise. Encourage discussion with school counsellor for follow-up if needed.

Lesson Plan 3	
Title	Online chatting and virtual relationships
Age Group	14-16 years old
Time Frame	45–50 minutes
Learning Objective	Students will explore the cognitive, social, and emotional impacts of online chatting and virtual relationships, identify warning signs of unhealthy digital use, and develop strategies for safer, balanced, and emotionally healthy communication online.
Learning Outcomes	• Analyse pros and cons of online chatting and virtual relationships (cognitive, social, emotional). • Reflect on personal digital habits and formulate one personal action point for healthier online interaction.
Tools/Materials Needed	• Pencil • Blank A4 paper • Self-assessment template (A8 format) • PowerPoint presentation made by teacher (learning objectives, outcomes, instructions during the lesson etc.) • Computer & projector • Internet access
Detailed Instructions	Setting the Stage (10 minutes) Start with a video on topic: “Who is behind the screen?” . For example: *Who You're Talking to Online?” (Common Sense Education, 2019)* https://www.youtube.com/watch?v=DiI8Lj0_TGQ Students create a mind map on A4 paper, placing keywords that reflect cognitive, social, and emotional aspects of the video. The teacher will introduce lesson objectives and link them directly to key ideas from the theoretical framework, e.g., “Why do some people feel anxious if they don’t get a message back?”

	Exploration / Inquiry (10 minutes) Students form groups of four and discuss: ● What points from the video and their mind maps others may have missed. ● Can they identify addiction warning signs or social withdrawal cues mentioned in the framework? ● What advice would you give to this person? ● What are the possible consequences of this behaviour?' Students update their mind maps based on group input.
Detailed Instructions	**Main Task / Creation (15 minutes)** Students rewatch the video to verify or adjust their ideas. On the back of their A4, create a "Pros and Cons of Online Chatting" table, with three columns: - Cognitive (focus, learning) - Social (relationships, communication) - Emotional (mood, self-worth) Students must connect each item with real-life examples or warning signs (e.g., sleep loss, secrecy, preoccupation). **Sharing & Peer Feedback (5-10 minutes)** Each group shares their most surprising insight. Discussion is framed around the question: "What kind of online behavior might lead to emotional or social risks, and how can we notice and prevent it?". "What preventive strategy could strengthen this idea?" Encourage students to challenge ideas respectfully and build on each other's observations. **Reflection & Closure (5-10 minutes)** Each student writes a personal weakness or concern (based on what they learned) on a sticky note, e.g., "I use my phone before bed, which makes it hard to sleep." Each presents their note orally, describing what they will change and why (self-regulation strategy). Teacher summarises with key points based on the theoretical framework of the current topic.

Link to DigRight App	Students can use the DigRight App at home to: - Simulate safe vs. unsafe chatting choices; - Practice applying prevention strategies; - Reflect on self-regulation and emotional responses.
Inclusion/Adaptation Tips	• Group students strategically to support language or social needs; • Provide visuals with each cybersecurity guidelines to support students with information processing challenges.
Assessment, Evaluation & Reflection	**Formative assessment** will be used throughout the lesson by observing student participation in discussions and group activities. **Peer assessment** will occur during group sharing, as students reflect on each other's ideas. Self-assessment takes place during the sticky note reflection at the end of the lesson. The teacher will assess students' understanding by evaluating how well they can identify risks, apply safety rules, and make connections to their own online behavior.
Observation Tools Observation Checklist will help the teacher monitor engagement, collaboration, and understanding: • Participates actively in discussion • Identifies at least one cognitive, social or emotional risk • Creates complete mind map and pros/cons table • Reflects on personal digital behavior	
Reflection Prompts for Students	Respond to the following self-assessment feedback
Peer/Self-Assessment Templates	Name: _____ Date: _____ ✓ Tick what applies: ☐ I listened actively in my group ☐ I shared at least one idea or experience ☐ I can name at least one cognitive, social and emotional risk factor related to online chatting and virtual relationship.

Teacher Notes	Watch for signs of students relating content to real struggles. Handle with sensitivity. Be ready to offer further help or refer concerns (e.g., anxiety or addiction signs). Reinforce positive digital behaviors and empathy in peer interactions.

Lesson Plan 4	
Title	Online Chatting: Risks and Virtual Connections
Age Group	14-16 years old
Time Frame	45–50 minutes
Learning Objective	Students will explore how chatting with people they have never met in person can be both appealing and risky. They will learn to recognize red flags in online conversations, develop empathy for those drawn to digital friendships, and practice safe habits when engaging in platforms such as Discord, Roblox, or Fortnite.
Learning Outcomes	• Recognize dangers associated with anonymous or virtual-only relationships • Identify safe vs. unsafe online communication behaviors • Practice strategies for safer digital communication
Tools/Materials Needed	• Pencils or pens • A4 paper • Printed safety checklist (A8 size) • PowerPoint or visuals for key points • Computer and projector • Internet access (for video clip)
Detailed Instructions	**Setting the Stage (5-10 minutes)** Ask students: "Have you ever chatted with someone you didn't know in real life? On which apps or platforms?" Mention familiar tools like Roblox, Fortnite voice chat, Discord, Instagram DMs, and other gaming servers. Then play the video "Teen Voices: Who You're Talking to Online" (Common Sense Education). If the original video is unavailable, you can search for similar educational video materials using the following keywords: online friendship safety for teens; chatting safely online middle school; digital citizenship online friends video; red flag feeling online safety; who are you talking to online teens; online strangers internet safety teens; Common Sense Education chatting safely online. These keywords should help finding videos about safe

	online communication, online friendships, talking to strangers online, privacy, and recognizing warning signs in digital conversations. Afterward, students draw or write a quick timeline of how a typical chat with a stranger might begin and evolve. Brief class discussion: "How can a friendly chat on Discord or Roblox turn risky over time?" Share objectives: Today's session explores why these chats feel exciting, when they might cross a line, and how to protect yourself online. **Exploration / Inquiry (5-10 minutes)** Students form pairs or trios and discuss prompts: What kind of things do strangers say to build trust? Why do some people share personal details with someone online they've never met? What red flags should raise suspicion? Encourage them to think about manipulative behaviors like gift offers, quick emotional closeness, or secrecy. Ask each group to identify and write down 3 warning signs and then share them. The teacher records these on the board and links them to real-life platforms like Snapchat or Discord.
Detailed Instructions	**Main Task / Creation (20-25 minutes)** Distribute A4 paper. Students divide the page into two sections: LEFT: "Why People Chat with Strangers Online" (e.g., shared hobbies in Roblox, looking for teammates in Fortnite, boredom, loneliness) RIGHT: "What Can Go Wrong?" (e.g., fake identity, emotional manipulation, grooming, scams) Next, hand out the A8 safety checklist with self-check prompts like: • Do I really know who I'm talking to? • Have they asked to keep things secret or avoid others seeing our chat? • Do they get upset if I don't reply quickly? • Are they trying to move the conversation to another platform? • Have they sent messages that feel flirty, personal, or make me uncomfortable? • Did they offer to send me gifts, game tokens, or exclusive access to something? • Have they asked for photos, videos, or personal details? • Are they older or unwilling to show their real identity? • Do I feel nervous or pressured when talking to them? • Do I really know who I'm talking to? • Have they asked to keep things secret or avoid others seeing our chat? Optional Sentence Starters for Safety Tips: • "If someone I don't know asks me to chat in private, I should..."

	• "Before trusting someone online, I need to..." • "One way to stay safer when chatting in Roblox or Discord is..." • "If a conversation starts to feel weird or pushy, I will..." • "I can protect myself by..." Students circle one item that worries them or sounds familiar. On the back, they write a short piece of advice they would give a younger cousin, friend, or sibling who chats with strangers on gaming or social apps. **Sharing & Peer Feedback (5-10 minutes)** Ask each group to share one reason why someone might start chatting with a stranger and one risk that surprised or worried them. Use the board to gather their input and encourage a whole-class discussion. Ask: “Can you enjoy online chatting and still stay safe?” Suggest techniques like turning off DMs, using nicknames, reporting suspicious behavior, and speaking to a trusted adult. Encourage students to give respectful feedback if peers share ideas.
Detailed Instructions	**Reflection & Closure (5-10 minutes)** Students complete a reflection slip: • One thing I learned today • One habit or rule I want to use online • One sign I’ll watch out for when chatting with someone new Close with a reminder: chatting online can be fun, but it should never make you feel scared, secretive, or controlled.
Link to DigRight App	Students can use the DigRight app’s “Social Media & Online Chatting” module as a preparatory activity before the actual lesson. The teacher can share the app link through the internal Student Information System or during the previous lesson.
Inclusion/Adaptation Tips	Let students choose whether to write or draw their responses. Offer sentence starters for safety tips. Use visual cards to explain red flags. Provide opt-out options for students who may have had difficult experiences and prefer not to share. Examples of red flags for online chatting include: • Asking you to keep the conversation secret from friends or family • Wanting to move to a private chat room quickly (e.g., off-platform like WhatsApp, Telegram)

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- Getting angry or upset if you don’t respond fast enough
- Sending flirty, overly personal, or inappropriate messages
- Asking for photos, videos, your real name, location, or contact info
- Offering virtual gifts (like game skins, tokens) in exchange for attention or favors
- Refusing to show their face or tell you who they really are
- Saying things that make you feel guilty, anxious, or uncomfortable

These red flags help students recognize grooming tactics or manipulative behavior and protect their emotional and digital safety.
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<tr><td>Assessment, Evaluation & Reflection</td><td>Use teacher observation to monitor participation and note students' ability to recognize risk. Collect their two-column charts and checklist responses. Look for evidence of personal reflection, accurate identification of red flags, and the ability to suggest realistic and safe online strategies.</td></tr>
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Observation Tools

Observation Checklist:

- Shares personal thoughts or experience related to online chatting
- Recognizes warning signs or risky behavior
- Reflects on peer input or advice
- Proposes a realistic safety strategy
- Recognizes when an online conversation becomes emotionally overwhelming
- Describes one personal strategy to maintain digital balance or prevent compulsive use

Safety Checklist (A8 format):

Name: _____

Date: _____

Tick all that apply:

- I know how to protect my info on Discord or Roblox
- I’ve been asked to chat privately by someone I don’t know
- I use privacy settings or mute/block options online
- I want to be more aware of red flags
- I can explain one thing that makes chatting with strangers risky
- I notice when chatting starts to feel emotionally exhausting
- I have one idea to help myself stay in control online
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Reflection Prompts for Students	Why do people open up to strangers online? What would I say to a friend who feels pressured in a chat? What is one action I can take today to feel more in control online?
Peer/Self-Assessment Templates	See checklist Observation Checklist
Teacher Notes	Use common platforms (Roblox, Discord, Fortnite) to keep examples relevant. Stay calm and nonjudgmental when discussing manipulation, grooming, or pressure. Be available for students who need to share privately or feel anxious. Emphasize safety without shame.

Lesson Plan 5	
Title	Digital Addiction: Online Chatting & Virtual Relationships - Hooked by design
Age Group	16-18 years old
Time Frame	45–50 minutes
Learning Objective	Students will critically explore the risks and psychological patterns behind compulsive online chatting and virtual relationships. They will examine how interface design - including notifications, read receipts, and typing indicators - intentionally drives compulsive use and addictive behaviors. Students will reflect on their own digital habits and develop healthier communication boundaries.
Learning Outcomes	• Recognize psychological and emotional signs of digital addiction in virtual communication • Recognize the risks and benefits of online-only relationships • Understand how platform features contribute to compulsive behavior and explore strategies for healthier online interaction
Tools/Materials Needed	• Pencils/pens • Blank A4 paper • Self-assessment checklist (A8 format) • PowerPoint presentation (lesson visuals and prompts) • Computer and projector • Internet access
Detailed Instructions	**Setting the Stage (5-10 minutes)** Ask students how much time they spend messaging or chatting each day. Encourage them to check their screen time data if possible. Show the short video "Teen Voices: Who You're Talking to Online" (Common Sense Education). Students create a personal mind map of words/phrases related to online chatting and its emotional impact. Introduce the concept of persuasive interface design: explain how read receipts, typing dots, notifications, and message streaks keep users online. Share the lesson objectives and co-define goals with students.

	What is Persuasive Interface Design? Persuasive interface design refers to the way apps are intentionally built to keep you using them. These features are not random - they're carefully designed to grab your attention and encourage you to stay online longer. Common Examples in Messaging Apps: • Typing indicators (the bouncing dots): make you wait and stay focused on the screen • Read receipts: create pressure to reply quickly or feel anxious when someone doesn't • Notifications: trigger you to check your phone instantly, even if it's not important • Message streaks: reward you for using the app daily, making it harder to stop These tools use emotional and psychological triggers (like curiosity, fear of missing out, or the need for approval) to influence your behavior — often without you realizing it. See also: The Magic of Persuasive Design If the original video is unavailable, you can search for similar educational video materials using the following keywords: persuasive design; persuasive technology; The Magic of Persuasive Design; how apps keep users engaged; attention economy; technology designed to capture attention; social media persuasive design; app design tricks; infinite scroll; notifications and user behaviour; addictive app design; dark patterns in apps; ethical technology design. These keywords should help you find videos about how apps, games, websites, and social media platforms are intentionally designed to capture attention, influence behaviour, encourage repeated use, and keep users engaged. "To strengthen student agency, you could co-create examples with students: ask, 'Which app features keep you hooked?' and build a shared list. This validates lived experiences."
Detailed Instructions	**Exploration / Inquiry (5-10 minutes)** In small groups, students compare mind maps. Ask: "Which features of messaging apps make it hard to stop checking?" and "What emotions do those features trigger?" Prompt them to explore the connection between app design and emotional responses like anxiety or FOMO. Encourage students to reflect on any patterns in their own habits and update their mind maps with new insights from the discussion.

	Main Task / Creation (20-25 minutes) Students turn over their paper and create a two-column table: "How Online Chatting Helps vs. Harms." They must list at least 5 pros and 5 cons. Under the cons column, students must highlight any item linked directly to interface design (e.g., “I feel pressure because of read receipts”). Encourage students to include social-level examples such as: Pro: “I’ve built strong friendships with people who understand me emotionally.” or “It helps me stay connected with long-distance friends or family.” Con: “I sometimes feel closer to people online than my real-life friends, which makes offline relationships harder.”or “It’s easy to confuse constant chatting with genuine emotional closeness.” Then, students write a short reflection about one app feature that influences their behavior. Distribute the A8 self-assessment checklist, which includes design-related prompts like: “I feel anxious when someone leaves me on 'read’” or “I check my phone as soon as I see a notification.” Invite students to star the one that feels most relevant and write one idea for a healthier habit.
Detailed Instructions	**Sharing & Peer Feedback (5-10 minutes)** Each group shares one surprising finding or design feature that most influenced them. Discuss: “What design elements seem most addictive?” and “What would healthier app design look like?” Foster a short class dialogue where students compare their reflections and explore whether awareness helps change behavior. **Reflection & Closure (5-10 minutes)** Students complete a 3-2-1 exit ticket: 3 things I learned about addictive app features 2 digital habits I want to rethink 1 change I’ll try this week Invite a few volunteers to share their ideas. End by projecting this quote: **“Just because an app wants your attention doesn’t mean it deserves it.”** Prompt students to reflect on who benefits when we compulsively check our phones.

Link to DigRight App	Use the DigRight App's "Online Chatting" module to explore real-life decision-making influenced by app design. Students can test how they would respond in emotionally and cognitively persuasive scenarios.
Inclusion/Adaptation Tips	Offer oral alternatives to written responses. Pair students strategically to support language or social-emotional needs. Allow opt-out options for students who may feel vulnerable discussing personal behaviors.
Assessment, Evaluation & Reflection	**Assessment Methods** Formative assessment through teacher observation during discussions and group work. Peer sharing allows for interpersonal feedback. The A8 checklist and reflection prompt personal evaluation. Assessment emphasizes students' ability to identify persuasive design, connect it to emotional impact, and reflect on their own usage patterns.

Observation Tools (checklists, rubrics)

Tools/Examples

- Engages in group analysis of app features
- Identifies at least one persuasive design element
- Connects app design to personal behavior
- Contributes a reflective insight or strategy

Self-Assessment Checklist (A8 format):

Name: _____

Date: _____

Tick all that apply:

- I feel anxious when someone leaves me on "read"
- I check my phone as soon as I see a notification
- I keep messaging even when I'm tired or should be asleep
- I feel left out if I don't reply quickly
- I get distracted by messaging even during class or study time

	• I understand how some app features are designed to keep me hooked • I want to take one step to manage my online chatting habits better
Reflection Prompts for Students	• What's one interface feature that affects my behavior most? • What can I do to reduce its impact? • How does awareness help me take control of my digital habits?
Peer/Self-Assessment Templates	See checklist in Observation Tools.
Teacher Notes	Watch for students who express discomfort or frustration with compulsive messaging habits. Be prepared to explain persuasive design simply and neutrally. Normalize these behaviors as common and changeable. Reinforce that students are not the problem - design is. Keep a supportive and reflective tone throughout the session.

4. Methodological & Curriculum Guide

1. Aim of the Methodological Guide

The Methodological Guide is designed to offer educators a practical and comprehensive understanding of the topic, along with actionable strategies to apply in educational settings. It outlines the development process of the project's key resources, namely the DigRight App, the Theoretical Framework, and the Lesson Plans, serving as both a guide and inspiration for education professionals to create their own high-quality educational materials related to digital skills and digital addictions.

In addition, the guide explains how to use these resources in an integrated and complementary way, ensuring a cohesive learning experience that combines theory, practice, and digital engagement.

2. Target Audience

The Methodological Guide is primarily intended for educators who engage with young people at risk of digital addiction or those with low levels of digital competence. It also serves a broader audience of youth professionals by demonstrating how to effectively combine practical tools and theoretical knowledge to deliver high-quality training on digital literacy and technology-related topics. The guide supports the development of impactful, inclusive, and pedagogically sound educational interventions in both formal and non-formal learning contexts.

3. Youth and Educators Needs

Today's youth navigate a digital ecosystem that is both empowering and overwhelming. While technology enhances access to learning, communication, and identity exploration, it also introduces risks that are often invisible, normalized, or misunderstood, especially among adolescents.

Young people increasingly face challenges such as:

1. **Excessive screen time** and difficulty in managing device usage
2. **Dependency on social media validation** and fear of missing out (FOMO)
3. **Emotional impacts** such as anxiety, sleep disruption, and attention fragmentation
4. **Exposure to online gambling, microtransactions**, and manipulative app designs
5. **Blurred boundaries** between online and offline relationships

Despite being "digital natives," many young people lack the **critical thinking skills**, **emotional regulation strategies**, and **self-awareness** required to manage their digital lives in a healthy and conscious way. Therefore, they need structured opportunities to:

- Reflect on their digital habits
- Learn how technology affects their minds and emotions
- Practice digital self-regulation and balance
- Discuss openly, without judgment, the challenges they face online

Educators are on the frontlines of supporting young people's development, but many lack the training or confidence to address topics like **digital addiction**, **screen overuse**, or **behavioural tech dependencies**.

Key needs identified among youth workers include:

- **Pedagogical tools** to deliver non-formal education on digital well-being
- **Simple frameworks and terminology** to explain digital risks and concepts
- **Ready-to-use activities** that can be adapted to different contexts (schools, youth centres, informal groups)
- **Confidence to facilitate reflection** and personal goal setting around digital behaviours
- **Knowledge of resources and apps** that support self-awareness and healthy digital use

Educators require training that:

- Links theory and practice in a **clear, applicable format**
- Respects youth diversity and includes **inclusive and adaptable tools**
- Encourages **participation, not prescription**, avoiding judgmental or top-down approaches
- Promotes **empathy, peer dialogue**, and shared problem-solving

4. Resource Development Process

4.1 DigRight App

Creating the process of detecting risks through gamified real-life scenario

To develop the App we began by conducting a review of resources related to **digital literacy**, **digital addictions**, and **digital competences**. This step was essential for two reasons:

1. **To ensure scientific validity and relevance**: We aimed to base the app's educational content on widely accepted frameworks and recent data, avoiding assumptions or unverified narratives.
2. **To better understand youth behaviour**: Through research, we gained insight into the types of digital risks young people face daily and the gaps in their digital competence.

Our main reference document was the **European Digital Competence Framework (DigComp)**, which define the key areas of digital competence and provides a common language for digital education across Europe. Using this framework allowed us to ensure the app's content would be aligned with EU-level standards and easily integrated into formal and non-formal education contexts.

We also used **statistical data** from sources such as the NGO *Protégelos* and *Internet, video game and mobile phone addiction in children and adolescents: a case-control study*, which highlighted that:

- **21.3% of students are at risk of digital addiction**, and
- Only **56% of EU citizens have basic digital skills**.

These findings confirmed the **urgency and dual focus** of our approach: supporting both the development of digital competences and the **prevention of harmful online behaviours**.

After that, we created a categorisation system for both content areas.

For **digital addictions**, we wanted to present each form of addiction in a clear, accessible way to help users:

- Recognise the specific behaviours linked to each addiction (e.g. social media overuse, doomscrolling, gaming dependency)
- Understand the psychological and social risks involved

- Learn **how to prevent or reduce these risks** through informed strategies

For each addiction, we created structured content that included:

- Name and description
- Associated behaviors
- Prevention and mitigation tips
- A **short real-life scenario**, presenting a real-life situation, followed by a reflective question
- Multiple choice answers with **feedback/advice** tailored to each response

This format supports **self-reflection, learning through example**, and encourages youth to transfer learning to their own behavior.

For **digital competences**, we followed a similar structure:

- Named and described each competence area based on the **DigComp framework**
- **Realistic examples** of how each competence is used or demonstrated
- A **short real-life scenario, presenting a real-life situation, followed by a reflective question** Included **multiple choice options** to assess how users might respond
- Multiple choice answers with **feedback/advice** tailored to each response

This allowed us to gamify skill-building and turn passive information into active decision-making.

To organise the content efficiently for the app development phase, we created two master content tables, one for **digital addictions** and one for **digital competences.** Each table followed a standardised structure:

Digital Addiction Table Structure:

- Name of the addiction
- Description
- Associated behaviours
- Prevention & mitigation strategies
- Scenario & reflective question (real-life case)
- Multiple choice responses
- Feedback or advice for each option

Digital Competence Table Structure:

- Name of the digital competence
- Description
- Detailed practical examples
- Scenario & reflective question

- Multiple choice responses
- Feedback or advice for each option

Designing the app correlating the risks with advices

In designing the DigRight App, we aimed to create a tool that would serve a **dual function**:

- To allow users to **evaluate their knowledge, skills, and attitudes** related to digital competences and behaviors online, and
- To act as an **interactive, gamified educational resource** that supports awareness, reflection, and learning.

We chose a **game-based format** to increase motivation, accessibility, and engagement, particularly for younger users. The app's design is inspired by **2D role-playing games (RPGs)**, which are already familiar to many adolescents and known for encouraging exploration and problem-solving.

Game Structure

At the core of the app's structure are two thematic "worlds":

- One focused on **Digital Addictions (DA)**
- One focused on **Digital Competences (DC)**

This dual-world concept was developed to emphasize the need for both:

- **Understanding and preventing harmful digital behaviors**, and
- **Building positive, empowering digital skills**.

By clearly separating these paths, we allow users to focus on one learning domain at a time while highlighting their complementary nature.

Exploration-Based Progression

Once a player selects a world (e.g. *Digital Addictions*), they enter a game environment composed of **multiple buildings**.

- Each **building** corresponds to one specific type of digital addiction (e.g. Social Media, Gaming, Streaming).
- Inside each building are **characters (NPCs)** representing real-life inspired **interactive scenarios**.

Some buildings are initially **locked** to encourage progression. This mechanism:

- Mimics game logic familiar to youth
- Adds a sense of **achievement and narrative continuity**
- Encourages full exploration of each topic

Comic Strips: Introducing Each DA or DC

Before beginning the scenarios in each building, the player is presented with a **short comic strip** introducing the digital addiction or competence.

We chose to use comics because they:

- Make complex or abstract topics **more relatable** and **emotionally engaging**
- Support learners with different reading levels or learning styles
- Help establish the **emotional context** of the scenario before decision-making
- Lower the barrier to entry and create a **safe, reflective atmosphere**

Comics combine storytelling and visual communication to make digital challenges feel personal and real, without being overwhelming or judgmental.

Interacting with Scenarios: Dialogue, Choice, and Feedback

Within each building, the player can interact with different characters (NPCs), each of whom presents a **unique scenario** drawn from real-life youth experiences. This process includes:

1. **A dialogue box** presenting the scenario narrative
2. **A multiple-choice question** asking the player how they would respond in the situation
3. **Three possible responses**, each with different consequences
4. **Feedback** for each answer, helping the player reflect on their choice

If the correct or most balanced option is selected, the player receives a **piece of a star**. After completing all scenarios within that building, the full star is completed, unlocking access to the next topic.

This structure supports **progressive learning**, reflection, and immediate feedback, a core principle of effective digital education.

Badges and Progress Tracking

Each time a player completes a Digital Addiction or Digital Competence path, they earn a **badge**, visible in a dedicated section of the app. This gamification element:

- Reinforces a sense of accomplishment
- Provides a **visual record of progress**
- Motivates continued exploration and engagement

4.2 Theoretical Framework

The **Theoretical Framework** represents the foundational academic component of the *DigRight Educational KIT*. It serves as the **research-based backbone** of the project, offering educators and youth workers a structured understanding of the core issues related to digital well-being. This section was specifically designed to provide **theoretical grounding** for the practical tools offered in the KIT, such as the lesson plans and the DigRight App.

The main purpose of the Theoretical Framework is to:

- Equip **educators** with essential background knowledge on digital addiction
- Enable educators to **recognize early signs** of problematic digital behavior
- Support the **development of preventive and educational strategies** grounded in evidence
- Promote **informed decision-making** in classroom or youth work contexts

This framework is especially useful for those who may not have formal training in psychology or digital behavior but are working closely with adolescents affected by excessive or unhealthy technology use.

Why Focus on Digital Addictions?

The decision to focus the theoretical framework specifically on **digital addictions** was based on:

- The growing prevalence of compulsive digital behaviours among youth
- Evidence from academic research and field reports indicating **emerging forms of addiction** related to apps, gaming, social media, and more
- The lack of formal, accessible resources that explain these behaviours in **simple but accurate terms** for educators and non-specialists
- The need to **differentiate between healthy digital engagement** and usage that becomes disruptive, emotionally harmful, or addictive

By organizing the content around specific types of digital addiction, the framework allows educators to **understand patterns, causes, and consequences**, while also offering tools for prevention and support.

Structure of the Framework

The Theoretical Framework is divided into **seven chapters**, each dedicated to one type of digital addiction. These are:

1. Social Media Addiction
2. Gaming Addiction
3. Smartphone Dependency
4. Video Streaming & Binge-Watching
5. Online Gambling & Microtransactions
6. Information Overload & Doomscrolling
7. Online Chatting & Virtual Relationships

Each chapter is structured in a consistent and accessible format to support ease of reading and comparison across topics. Specifically, each section includes:

- **Name of the Addiction**
- **Definition**: A clear explanation of the addiction, including diagnostic and behavioural markers
- **Causes**: Underlying psychological, technological, and social triggers

- **Effects on Youth**: How the addiction impacts adolescents cognitively, socially, and emotionally
- **How to Identify the Addiction**: Observable signs, behaviours, and risk factors in educational or social settings
- **Strategies for Prevention**: Proactive approaches for building resilience and awareness
- **How to Reduce or Overcome**: Suggested interventions and educational practices for behaviour change
- **Scientific/Educational References**: A curated selection of academic sources and practitioner tools for deeper exploration.

4.3 Lesson plans

The **Lesson Plans** represent the **practical, classroom-based core** of the *DigRight Educational KIT*. They are designed to help teachers **implement structured, reflective, and engaging sessions** on digital addictions, providing students with the tools to understand, evaluate, and adjust their own digital behavior.

Lesson Plans Structure

The lesson plans are organized into **eight chapters**, one for each topic:

- **Seven chapters**, each focused on a specific type of **Digital Addiction**
- **One transversal chapter**, which consolidates and reflects on all previous topics (Lesson 8)

Each chapter contains **five ready-to-use lesson plans**, developed with the following in mind:

- A **session length** of approximately **45–50 minutes**
- Activities aligned with **constructivist and student-centred pedagogy**
- Opportunities for **critical thinking, collaboration, and self-reflection**

These lessons are not intended to be delivered sequentially. Instead, teachers are encouraged to select the one most suited to their learners' **age group**, **experience**, and **learning needs**.

Each *DigRight* lesson plan follows a clear, structured format to support educators in delivering a 45–50 minute session focused on a specific digital addiction. The template ensures consistency, inclusion, and adaptability across age groups and contexts.

It includes the following key sections:

1. **Title, Age Group & Timeframe** – Basic details to frame the lesson
2. **Learning Objective & Outcomes** – What the session aims to achieve
3. **Materials Needed** – Tools or resources required
4. **Step-by-Step Instructions** – Divided into five stages:
    - *Setting the Stage*
    - *Exploration / Inquiry*

- *Main Task / Creation*
- *Sharing & Peer Feedback*
- *Reflection & Closure*

5. **Link to DigRight App** – (Optional) How the app can enhance the lesson
6. **Inclusion/Adaptation Tips** – Suggestions for diverse learner needs
7. **Assessment, Evaluation & Reflection** – Methods, tools, student prompts, and teacher guidance

This structure promotes **student engagement**, **critical thinking**, and **digital self-awareness**, while offering educators a flexible yet solid framework for classroom use.

Age Group Distribution

Considering the diversity of learners in the 12–18 age range, the five lesson plans for each digital addiction are distributed as follows:

Lesson Plan	Target Age Group
1	12–14 years old
2	14–16 years old
3	16–18 years old
4	At the discretion of the partner (local target-specific)
5	At the discretion of the partner (local target-specific)

This model ensures relevance across educational levels and provides **flexibility** for national or school-specific adaptation.

5. How to Use the DigRight Educational KIT

The *DigRight Educational KIT* is conceived as a **modular and integrative resource** that can be adapted to a wide range of educational contexts, formal, non-formal, and informal. It is not a fixed curriculum, but a **toolbox** that empowers educators and youth workers to address the complex and evolving topic of digital addiction with flexibility and confidence.

Its strength lies in the way the three core components, **Theoretical Framework**, **Lesson Plans**, and the **DigRight App**, can be used **either independently or in a complementary sequence** to offer a coherent and impactful learning experience. Below is an explanation of how to apply and connect these resources in practice.

Start with Understanding: The Theoretical Framework

Before engaging with students, the educator or youth worker is encouraged to consult the **Theoretical Framework**. This section provides a clear, accessible overview of the main forms of digital addiction affecting

young people today. Each chapter equips the facilitator with background knowledge on the causes, manifestations, and consequences, both psychological and social, of a particular digital addiction.

By grounding their practice in this evidence-based resource, educators can confidently address the topic in the classroom or group setting, even without prior expertise in psychology or digital behaviour. The framework serves as a **pedagogical compass**, helping practitioners to anticipate questions, recognize early signs of risk among students, and choose the most appropriate strategies for prevention and support.

Translate Theory into Practice: The Lesson Plans

Once familiar with the topic, educators can select from a **set of five ready-to-use lesson plans** for each type of digital addiction. These sessions are structured to last 45–50 minutes and follow a constructivist approach that prioritizes active learning, reflection, and peer interaction.

The plans are not designed to be followed in a specific order. Instead, they offer **differentiated options by age group**, ensuring that each educator can choose the one most appropriate for their learners. The presence of multiple options also allows for **repeat engagement with the same topic** from different pedagogical angles, increasing depth and retention.

Each lesson is self-contained but versatile. It includes guidance for inclusive delivery, step-by-step instructions, tools for formative and peer assessment, and suggestions for adaptation. The practical structure allows even non-specialist educators to facilitate meaningful conversations and learning activities around digital well-being.

Enhance Engagement: The DigRight App

The DigRight App is a **gamified digital companion** to the lesson plans. It was created not as a standalone product, but as a dynamic learning tool that can **extend the educational experience beyond the classroom**.

Educators can introduce the app during the lesson, for example, by using a scenario or comic as an icebreaker, or assign it as an individual task for students to explore before or after the session. The app's dual-world structure (Digital Addictions and Digital Competences), interactive scenarios, and feedback system encourage students to reflect on their own habits and make informed decisions about their digital behaviour.

The comic-based storytelling, RPG-style navigation, and visual progress tracking are particularly effective in motivating students, including those who may be disengaged by traditional learning formats. In this way, the app supports **personalization, autonomy, and sustained reflection**, reinforcing the learning objectives of both the Theoretical Framework and the Lesson Plans.

A Coherent Pedagogical Pathway

When used together, the three components of the Educational KIT offer a **progressive and holistic educational pathway**:

- The **Theoretical Framework** provides the foundation, supporting professional awareness and confidence.
- The **Lesson Plans** translate theory into pedagogical action, guiding student-centred learning experiences.
- The **App** complements and extends learning through interactive, personalized exploration.

Educators may choose to use all three resources in sequence or adapt them to the needs of their group and local context. Whether implemented in a single session or over the course of a thematic program, the KIT fosters a shared language around digital habits and a **culture of digital balance and self-regulation**.

Above all,- educators and youth workers are encouraged to **adapt the KIT with creativity and sensitivity**. Each resource was designed not only to inform but to inspire to open space for dialogue, reflection, and change. The ultimate goal is not to impose control over digital behaviours, but to empower young people to develop critical, conscious, and healthy relationships with technology.

DigRight

The Correct Use of Technology to Prevent Digital Addictions

2024-1-PL01-KA220-SCH-000251896

www.facebook.com/technikumbudowlanewrzeszowie

www.digright.eu

sekretariat@zs1.resman.pl

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Co-funded by the European Union