

# DIGITAL CITIZENSHIP



# DIGITAL CITIZENSHIP SMALL GROUP

## 6-SESSION COUNSELING CURRICULUM FOR HIGH SCHOOL

Help 8th grade students navigate the digital world with confidence, respect, and balance. This Digital Citizenship Small Group is a complete 6-session curriculum designed for school counselors, social workers, and educators to teach essential online safety, empathy, and responsibility skills. Each session is ready-to-use, low-prep, and aligned with ASCA Mindsets & Behaviors.

### Group Details:

- Target Audience: Middle School (Grade 8)
- Group Size: 5-8 students
- Session Length: 30-45 minutes
- Purpose: Promote safe, respectful, and balanced online engagement

### What's Included:

- 6 Detailed Lesson Plans (digital footprint, respect, cyberbullying, privacy, balance, and future focus)
- Student Handouts & Worksheets (reflection sheets, screen-time inventory, SMART goals, journaling)
- Scenarios for role-play and discussion (online respect, cyberbullying, scams, fake news)
- Checklists & Trackers (privacy checklist, tech balance tracker, screen-time inventory)
- Case Studies to explore positive vs. negative digital footprints
- Exit Tickets & Reflection Prompts for easy wrap-up and assessment

### Session Topics:

- Digital Footprint & Identity - How online actions shape reputation and opportunities
- Online Respect & Communication - Using the T.H.I.N.K. model to post with empathy
- Cyberbullying & Upstander Skills - Safe strategies for supporting others online
- Safety, Privacy & Media Literacy - Protecting information and spotting red flags
- Balance & Mental Health Online - Healthy vs. unhealthy tech habits
- Future Focus & Reflection - SMART goals for long-term digital well-being

### Why Counselors & Educators Will Love It:

- Covers the most pressing digital citizenship topics for middle school students.
- Engaging mix of discussion, role-play, and reflection activities.
- Provides everything you need in one resource - simply print or project.
- ASCA-aligned and ready for small groups, classroom lessons, or advisory settings.

### Perfect For:

- Small group counseling
- SEL lessons in middle school classrooms
- Advisory or homeroom programs
- Digital citizenship, media literacy, or online safety units

Help students take control of their digital story and build the skills they need to thrive online with this ready-to-go Digital Citizenship Small Group!





# GROUP NORMS

## Respect Everyone

Use kind language; no put-downs or judgment.

## One Voice at a Time

Listen while others speak; no interrupting.

## You Can Pass

Participate when you're ready; no pressure.

## What's Shared Here, Stays Here

Confidentiality is key – except when safety concerns apply.

## Be Honest & Brave

Share from your heart, not from perfection.

## Try It Out

Engage and try activities even if it feels hard.

## Give Space, Take Space

Let others speak; take your turn too.

## Stay Present

Phones put away, minds in the moment.

## Support Each Other

We're here to build up, not tear down.

## Review Together

At the start of each session, we'll revisit and adjust norms as needed.

Dear Parent/Guardian,

Your student has been invited to participate in a Digital Citizenship Small Group facilitated by the school counselor. This group will help students build skills to use technology safely, responsibly, and respectfully.

Over the course of 6 sessions, students will explore important topics such as:

1. Understanding their digital footprint and online identity
2. Communicating respectfully online (T.H.I.N.K. before you post)
3. Recognizing and responding to cyberbullying
4. Protecting personal information and online safety
5. Finding balance between technology and mental health
6. Setting goals for positive digital habits and future success

Format & Schedule:

- Group will meet \_\_\_\_\_ a week for \_\_\_\_\_ minutes (during non-core instructional time such as lunch or advisory).
- Groups are small (5-8 students) and designed to be interactive, supportive, and confidential.

Purpose:

The goal of this small group is to provide students with practical strategies for navigating the online world in ways that promote kindness, safety, and balance.

Participation is voluntary and does not become part of your student's academic record.

If you have any questions about the group or the topics covered, please feel free to contact me at \_\_\_\_\_

Consent (choose one based on your school's policy):

Permission Required: I give permission for my student, \_\_\_\_\_, to participate in the Digital Citizenship Small Group.

Notification Only: If you do not wish for your student to participate, please contact me by [date].

Parent/Guardian Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Digital Citizenship Pre/Post Test

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Read each statement. Circle how much you agree (1 = Strongly Disagree, 5 = Strongly Agree). Complete this at the start of the group (pre-test) and again at the end (post-test).

Rate Each Statement

**1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree**

I understand how my online posts can affect my future opportunities.

1 2 3 4 5

I know how to check if something online is true before sharing it.

1 2 3 4 5

I think about whether my words are kind before I post online.

1 2 3 4 5

I know how to respond if I see or experience cyberbullying.

1 2 3 4 5

I use strategies to balance my screen time with other activities.

1 2 3 4 5

I know how to protect my privacy and personal information online.

1 2 3 4 5

I feel confident setting healthy digital goals for myself.

1 2 3 4 5

### Reflection

- Before the group (Pre): One thing I want to learn about being safe online is:
  
- After the group (Post): One new thing I learned about being safe online is:

# SESSION 1: LESSON PLAN

## Learning Objectives:

- Recognize how online actions shape friendships, school opportunities, and reputation.
- Reflect on personal digital footprint and choices.

## ASCA Mindsets & Behaviors:

- M 1: Belief in development of whole self, including a healthy balance of social, emotional, and ethical development.
- M 2: Self-confidence in ability to succeed.
- B-SMS 1: Demonstrate ability to assume responsibility.
- B-SS 9: Demonstrate social responsibility and ethical decision-making.

## Warm-Up Activity:

- Icebreaker: “What’s one app you couldn’t live without?” Quick group share.

## Main Activities:

- Footprint Reflection Worksheet: Students identify what their digital presence says about them.
- Case Studies: Compare positive vs. negative examples of digital footprints.

## Discussion and Reflection:

- How do small online choices add up?
- What reputation do you want to create online?

## Group Share:

- Each student shares one digital choice they want to make differently.

## Reflection Prompts:

- “I choose what I leave behind online by...”

## Assessment and Evaluation:

- Review worksheet responses for understanding.

## Extensions

- You could create a habit tracker to use long term, and check back In weekly.



# WHAT DOES MY DIGITAL FOOTPRINT SAY ABOUT ME?

WHAT MIGHT OTHERS SEE IF THEY LOOKED AT MY ONLINE ACTIVITY?  
THINK ABOUT: SOCIAL MEDIA, POSTS, LIKES, FOLLOWS, COMMENTS

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WHAT WOULD I WANT OTHERS TO SEE ABOUT ME IN THE FUTURE?

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3 CHOICES I CAN MAKE TO KEEP MY FOOTPRINT POSITIVE

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# CASE STUDIES

## **MARIA**

**MARIA HAS ALWAYS ENJOYED VOLUNTEERING AT HER LOCAL ANIMAL SHELTER. SHE OFTEN POSTS PICTURES OF HERSELF WALKING DOGS, CLEANING KENNELS, AND HELPING WITH ADOPTION EVENTS. HER POSTS ARE FILLED WITH ENCOURAGING CAPTIONS ABOUT KINDNESS AND RESPONSIBILITY, AND HER FRIENDS OFTEN SHARE AND COMMENT ON THEM.**

**WHEN MARIA APPLIED FOR STUDENT COUNCIL, THE TEACHER SPONSOR LOOKED AT HER SOCIAL MEDIA. THEY SAW HER VOLUNTEER POSTS AND WERE IMPRESSED BY HER CONSISTENCY AND COMMITMENT. HER DIGITAL FOOTPRINT HIGHLIGHTED HER RESPONSIBILITY AND COMPASSION, HELPING HER EARN A SPOT ON THE TEAM.**

## **JORDAN**

**JORDAN ENJOYS MAKING FUNNY VIDEOS AND OFTEN POSTS JOKES ON SOCIAL MEDIA. SOMETIMES, THOUGH, HIS HUMOR TARGETS CLASSMATES IN A WAY THAT MAKES THEM FEEL EMBARRASSED. ONE DAY, HE LEFT A MEAN COMMENT ON A PEER'S VIDEO THAT OTHERS SCREENSHOT AND SHARED WIDELY. EVEN AFTER DELETING THE COMMENT, THE SCREENSHOTS CONTINUED TO CIRCULATE.**

**LATER, WHEN JORDAN WANTED TO JOIN THE SCHOOL YEARBOOK STAFF, THE TEACHER ADVISOR SEARCHED HIS NAME. THE NEGATIVE COMMENT APPEARED, RAISING CONCERNS ABOUT HIS MATURITY AND RESPECT FOR OTHERS. DESPITE HIS INTEREST, THE ADVISOR CHOSE NOT TO SELECT HIM FOR THE TEAM.**

## **AIDEN**

**AIDEN LOVES GRAPHIC DESIGN AND STARTED SHARING HIS ARTWORK ON INSTAGRAM. HE ALSO CREATED A DIGITAL PORTFOLIO PAGE TO ORGANIZE HIS BEST PROJECTS. HIS POSTS CONSISTENTLY SHOW CREATIVITY AND HARD WORK, AND HE INTERACTS POLITELY WITH OTHER ARTISTS BY GIVING THOUGHTFUL FEEDBACK AND ENCOURAGEMENT.**

**WHEN AIDEN SUBMITTED HIS WORK FOR THE 8TH GRADE ART SHOWCASE, TEACHERS LOOKED AT HIS ONLINE PORTFOLIO. THEY ADMIRERD NOT ONLY HIS TALENT BUT ALSO HIS PROFESSIONALISM AND KINDNESS ONLINE. HIS STRONG DIGITAL FOOTPRINT HELPED HIM STAND OUT AND CONTRIBUTED TO HIM BEING SELECTED FOR A SPECIAL AWARD.**

## **KAYLA**

**KAYLA SOMETIMES POSTS PICTURES AND VIDEOS FROM WEEKEND HANGOUTS WITH FRIENDS. A FEW OF HER POSTS INCLUDE RISKY BEHAVIOR, LIKE MAKING JOKES ABOUT SKIPPING CLASS OR SHARING VIDEOS WHERE STUDENTS WERE BREAKING SCHOOL RULES. SHE THOUGHT THESE POSTS WERE HARMLESS FUN AND THAT ONLY HER CLOSE FRIENDS WOULD EVER NOTICE THEM.**

**WHEN KAYLA TRIED OUT FOR THE SCHOOL LEADERSHIP TEAM, THE SPONSOR REVIEWED HER PUBLIC SOCIAL MEDIA. THEY FLAGGED HER POSTS AS CONCERNING BECAUSE THEY DID NOT REFLECT RESPONSIBILITY OR GOOD JUDGMENT. EVEN THOUGH HER GRADES AND ACTIVITIES WERE STRONG, HER DIGITAL FOOTPRINT HURT HER CHANCES OF BEING SELECTED.**

# SESSION 2: LESSON PLAN

## Learning Objectives:

- Students will apply empathy and kindness in online communication.
- Students will use the T.H.I.N.K. model to guide respectful posting.

## ASCA Mindsets & Behaviors:

- M 2: Self-confidence in ability to succeed.
- B-SS 1: Use effective oral and written communication skills.
- B-SS 2: Create positive and supportive relationships with peers.
- B-SS 9: Demonstrate social responsibility and ethical decision-making.

## Warm-Up Activity:

- Quick poll: “What makes an online comment feel positive vs. negative?”

## Main Activities:

- Scenario: Role-play group chat drama, subtweets, and online respect issues.
- T.H.I.N.K. Practice: Evaluate statements for whether they are True, Helpful, Inspiring, Necessary, and Kind.

## Discussion and Reflection:

- Why do people post things online they wouldn't say face-to-face?
- How can you use your online voice to build others up?

## Group Share:

- Share one phrase to use when posting respectfully.

## Reflection Prompts:

- “One way I can build up my online community is...”

## Assessment:

- Observe participation in scenarios and T.H.I.N.K. practice.

## Extensions:

- Create a poster: “Before You Post: T.H.I.N.K

# T.H.I.N.K.

## BEFORE YOU POST

### The T.H.I.N.K. Questions

- T – True: Is it factually correct?
- H – Helpful: Does it make the situation better or support someone?
- I – Inspiring: Could it motivate, encourage, or uplift?
- N – Necessary: Is it important to share, or could it be left unsaid?
- K – Kind: Is it respectful and caring?



# T.H.I.N.K.

## Practice Statements

**Directions:** Read each statement. Check the boxes that apply. If you can't check *all five*, it might not be a good idea to post.

Example Statement	T	H	I	N	K	Post It? (Yes/No)
"Congrats on your win—so proud of you!"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"You're so annoying, just stop talking."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Here's the homework link if you missed class."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Some people are clueless 😞."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*(Add your own real-life examples here)*

	T	H	I	N	K	Post It? (Yes/No)
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# SCENARIOS

## Scenario 1 – The Left-Out Group Chat

A group of friends makes a private chat to plan a school project. One person realizes they forgot to add a classmate who is supposed to be in the group. The missing student later finds out and feels left out.

Some group members say it was an accident, while others think it was fine to leave them out. The classmate wants to know why they weren't included.

## Scenario 2 – The Subpost

Taylor posts a vague message on social media: "Some people need to mind their own business 😞." Several classmates wonder if it's about them and start asking questions.

Taylor insists it was "just a joke," but feelings are already hurt. Friends aren't sure how to respond without making the drama worse.

## Scenario 3 – The Screenshot

Jordan shares a private message with a friend, and the friend takes a screenshot. That screenshot gets forwarded to others in the grade without permission.

When Jordan finds out, they feel embarrassed and betrayed. The friend who shared the screenshot says, "It's not a big deal—it's just a joke."

## Scenario 4 – The Embarrassing Photo

Sam posts a picture from lunch that shows another student making a silly face. Sam thinks it's harmless, but the student in the photo feels embarrassed and asks them to delete it.

Sam doesn't want to take it down because it's already getting likes. The group has to decide what's more important—likes or respect.

## Scenario 5 – The Argument in DMs

Two students have a disagreement about a project. Instead of talking in person, they argue in direct messages, which quickly turn into insults.

Screenshots of the argument start spreading. Other classmates get pulled in and asked to "pick sides."

## Scenario 6 – The "Funny" Meme

A student makes a meme using a classmate's picture and shares it in a group chat. Many students laugh, but the classmate in the photo feels disrespected.

When asked about it, the student says, "Relax, it's just for fun." The classmate doesn't think it's funny.

## Scenario 7 – The Rumor Post

A student posts something online that isn't true about a peer, saying they skipped school for a bad reason. The rumor spreads quickly, even though it isn't accurate.

The student who was targeted feels upset and wants the post taken down. Some classmates wonder if they should step in.

# SCENARIOS

## Scenario 8 – The Silent Observer

In a group chat, a student is teased with mean comments. Most people stay silent while one person keeps making the jokes.

Later, the student who was teased wonders why no one stood up for them. The group has to think about whether staying silent can still cause harm.

## Scenario 9 – The Overshare

A student posts details about a fight with a close friend online, including private information the friend had shared in confidence.

The friend feels hurt and embarrassed that personal details are now public. The poster says, “I just needed to vent—it’s my account.”

## Scenario 10 – The Fake Account

Someone creates a fake social media account pretending to be a classmate. At first, it seems like a joke, but the posts start making fun of the real student.

When the real student finds out, they feel targeted and upset. The classmates who know about the fake account aren’t sure if they should speak up.

# SESSION 3: LESSON PLAN

## Cyberbullying & Upstander Skills

### Learning Objectives:

- Students will identify cyberbullying behaviors and distinguish them from conflict.
- Students will practice safe upstander strategies and reporting skills.

### ASCA Mindsets & Behaviors:

- M I: Belief in development of whole self, including a healthy balance of social, emotional, and ethical development.
- B-SS 2: Create positive and supportive relationships with peers.
- B-SS 5: Demonstrate ethical decision-making and social responsibility.
- B-SS 9: Demonstrate advocacy for self and others.

### Warm-Up:

- Group brainstorm: Cyberbullying vs. conflict.

### Main Activities:

- Role-Play: Practice bystander vs. upstander responses.
- Safe Reporting Steps: Brainstorm safe adults, school systems, and online tools.

### Discussion & Reflection:

- Why is it hard to speak up online?
- What makes an upstander safe and effective?

### Group Share:

- Each student shares one safe way they could intervene online.

### Reflection Prompt:

- “I can stand up for what’s right online by...”

### Assessment:

- Observe role-plays and reporting strategies.

### Extensions:

- Safe Vs Unsafe Choices Reference Sheet

# SCENARIOS

## **Scenario 1 – The Mean Comment**

In the comments of a school photo, a student writes, “You look so ugly in this picture.” A few others like the comment, while most say nothing. The person in the photo sees it and feels embarrassed.

Classmates notice but aren’t sure if they should delete the comment, respond, or stay quiet.

## **Scenario 2 – The Embarrassing Video**

A student trips in the cafeteria and someone records it. The video is posted online with a laughing emoji. Soon, lots of people are watching and sharing it.

The student in the video feels humiliated but doesn’t know what to do. Their friends are debating whether they should say something or ignore it.

## **Scenario 3 – The Anonymous Account**

Someone creates an anonymous account that posts rude memes about students at school. A few people think it’s funny, while others feel uncomfortable.

You recognize one of the pictures as a close friend being mocked. The friend hasn’t seen it yet.

## **Scenario 4 – The Text Pile-On**

A student accidentally makes a mistake in a group chat. Instead of moving on, several classmates start sending mean GIFs and teasing them.

One person notices the teasing has gone too far but isn’t sure whether to speak up in the chat.

## **Scenario 5 – The Secret Shared**

A student confided something personal to a friend. Later, the friend posts it online as a joke. The student feels betrayed and hurt. The classmates who saw the post aren’t sure if they should report it, comment, or stay out of it.

## **Scenario 6 – The Hurtful Nickname**

In an online game chat, players keep calling one student a mean nickname. At first it seems playful, but the student says they don’t like it. The teasing continues anyway.

Other players in the chat see what’s happening but no one stops it.

## **Scenario 7 – The Threatening Message**

A student receives a direct message saying, “You’d better watch your back at school tomorrow.” They feel scared and unsure of what to do.

Some classmates hear about the message. They aren’t sure if they should tell an adult or keep it quiet.

# SCENARIOS

## Scenario 8 – The Group Exclusion

A group makes a private online chat for planning a fun outing. They leave one person out on purpose and then post about it publicly.

The excluded student sees the posts and feels hurt. Others in the group question if this crossed the line into bullying.

## Scenario 9 – The Rumor Chain

A student starts a rumor online about someone cheating on a test. Others share the post without checking if it's true.

The student being accused feels their reputation is damaged. Classmates realize the rumor is spreading fast.

## Scenario 10 – The Upstander Choice

You're scrolling online and see a cruel comment on a classmate's post. You don't know the person very well, but you know the comment could be really hurtful.

You're torn: should you step in, ignore it, or quietly check on the classmate later?



# SAFE VS UNSAFE CHOICES

## SAFE UPSTANDER CHOICES

- **SPEAK UP RESPECTFULLY: TELL THE BULLY TO STOP USING CALM, NON-AGGRESSIVE LANGUAGE.**
- **SUPPORT THE TARGET: PRIVATELY MESSAGE OR TALK TO THE PERSON BEING TARGETED TO LET THEM KNOW THEY'RE NOT ALONE.**
- **POST POSITIVITY: SHARE A KIND COMMENT TO DROWN OUT NEGATIVITY.**
- **REPORT THE BEHAVIOR: USE SCHOOL REPORTING SYSTEMS, PLATFORM REPORTING TOOLS, OR TELL A TRUSTED ADULT.**
- **AVOID ADDING FUEL: REFUSE TO LIKE, SHARE, OR COMMENT ON HURTFUL POSTS.**
- **STAND WITH OTHERS: IF POSSIBLE, RESPOND AS A GROUP — IT'S SAFER AND MORE EFFECTIVE THAN ACTING ALONE.**

## UNSAFE UPSTANDER CHOICES

- **ATTACKING THE BULLY BACK: RESPONDING WITH INSULTS OR THREATS CAN MAKE THE SITUATION WORSE.**
- **PUBLIC SHAMING: CALLING OUT THE BULLY IN FRONT OF EVERYONE MAY ESCALATE THE DRAMA.**
- **SPREADING THE POST MORE: SHARING OR SCREENSHOTTING THE BULLYING CONTENT GIVES IT MORE ATTENTION.**
- **STAYING SILENT: DOING NOTHING SIGNALS TO THE BULLY THAT THEIR BEHAVIOR IS ACCEPTABLE.**
- **TAKING RISKS ALONE: CONFRONTING SOMEONE AGGRESSIVELY OR WITHOUT SUPPORT MAY PUT YOU AT RISK.**

## REMEMBER:

**BEING AN UPSTANDER DOESN'T ALWAYS MEAN STEPPING IN DIRECTLY. SOMETIMES THE SAFEST CHOICE IS REPORTING THE SITUATION, SUPPORTING THE TARGET PRIVATELY, OR SEEKING HELP FROM A TRUSTED ADULT.**

# SESSION 4: LESSON PLAN

## Safety, Privacy & Media Literacy

### Learning Objectives:

- Students will protect personal information online.
- Students will analyze online content for reliability and safety.

### ASCA Mindsets & Behaviors:

- M I: Belief in development of whole self, including social, emotional, and ethical growth.
- B-SMS I: Demonstrate ability to assume responsibility.
- B-SS 9: Demonstrate social responsibility and ethical decision-making.

### Warm-Up (5 min):

- Quick discussion: "What's one piece of information you would never share online?"

### Main Activities (20-25 min):

1. Privacy Checklist: Students review what's safe vs. unsafe to share (examples: birthday, passwords, school location, family info).
2. Spot the Scam / Fake News Challenge: Read scenario cards and discuss whether or not the scenarios are real or fake.

### Discussion & Reflection (10 min):

- How can oversharing affect safety and reputation?
- What clues show a post, message, or website can't be trusted?

### Group Share (5 min):

- Each student shares one privacy or safety tip they will start using right away.

### Reflection Prompt:

- "I protect my future by protecting my information."

### Assessment:

- Collect/checklists and observe group discussion for understanding.

### Extensions:

- Go over Digital Red Flags to Watch For sheet together.

# PRIVACY CHECKLIST

## Safe to Share (with caution)

- First name only
- Favorite hobbies or interests
- School projects or artwork (with permission)
- General achievements (ex: “Won the game!” or “Got an A on my essay”)
- Positive messages (ex: “Be kind today!”)

## Keep Private (never post or share publicly)

- Full name
- Home address
- Phone number
- Passwords
- Birthdate
- School name and location
- Current location (“I’m at the mall right now”)
- Family information (siblings, parents’ work, travel plans)
- Credit card/bank information
- Photos or videos that could be embarrassing later

Tip: If you wouldn’t want your teacher, future boss, or grandma to see it – don’t post it!

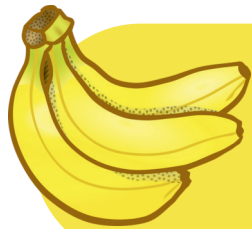
# SPOT THE SCAM & FAKE NEWS CHALLENGE

Read to students and have them discuss If It Is real or fake

1. A post says: "Congratulations! You just won a \$500 gift card. Click here to claim your prize NOW!!!"
2. Headline: "You'll NEVER believe what this celebrity did last night..."
3. Headline: "Local library opens new teen study space - official city website."
4. Post: "Follow me and share this post to win a free iPhone! Winner announced tomorrow!"
5. Post: "Eating only bananas for a week cures all diseases."
6. Post: "Reminder: No school this Friday - posted by the official school district account."

Local library opens new teen study space - official city website.

"You'll NEVER believe what this celebrity did last night..."



Eating only bananas for a week cures all diseases.

No school this Friday.

(posted by the official school district account)



# DIGITAL RED FLAGS TO WATCH FOR

## Scams & Spam

- “You won a prize!” or deals that sound too good to be true
- Messages asking for money, gift cards, or personal info
- Links that look suspicious or have strange spellings

## Clickbait & Fake News

- ALL CAPS headlines with lots of punctuation (!!!, ???)
- Vague promises like “You won’t believe this...”
- Articles with no author or reliable source listed
- Websites with lots of ads, pop-ups, or blurry images

## Privacy Risks

- Requests for your passwords, address, or phone number
- Posts asking you to share your location right now
- Quizzes that want personal info like birthday or “first pet’s name”

## Cyberbullying & Unsafe Content

- Posts that target or embarrass someone else
- Accounts pretending to be someone they’re not
- Photos or videos that could hurt reputations if shared

## Remember:

- Pause before you click.
- Check the source.
- Ask a trusted adult if something feels off.



# SESSION 5: LESSON PLAN

## Balance & Mental Health Online

### Learning Objectives:

- Students will recognize how screen time and online activity can impact mental health.
- Students will identify healthy and unhealthy tech habits.
- Students will create strategies for balancing technology use with offline activities.

### ASCA Mindsets & Behaviors:

- M 2: Self-confidence in ability to succeed.
- B-SMS I: Demonstrate ability to assume responsibility.
- B-SS 2: Create positive and supportive relationships with peers.

### Warm-Up (5 min):

- Quick poll or hand raise: “How many hours do you think you spend online each day?”  
Compare guesses with averages.

### Main Activities (20–25 min):

1. Screen-Time Inventory: Students estimate their daily time on different apps/platforms.
2. Green Flag vs. Red Flag Tech Habits: Verbally Identify examples into two categories:
  - Green Flags = Healthy habits (taking breaks, using tech to learn, connecting positively).
  - Red Flags = Unhealthy habits (doomscrolling, late-night scrolling, ignoring responsibilities).
3. Group Brainstorm: List offline activities that recharge mental health (sports, art, music, friends, nature).

### Discussion & Reflection (10 min):

- How does too much screen time affect sleep, focus, and mood?
- Which “red flag” habit do you relate to most?
- What’s one change you’d like to make?

# SESSION 5: LESSON PLAN

Group Share (5 min):

- Each student shares one offline activity they want to try this week.

Reflection Prompt:

- “I use technology in ways that support my well-being by...”

Assessment:

- Collect screen-time inventories and observe participation in group discussion.

Extensions:

- Canva handout or tracker: “My Weekly Tech Balance” where students log their screen time and offline activities.

# GREEN FLAG VS. RED FLAG TECH HABITS SCENARIOS

1. You post encouraging comments on a teammate's highlight reel. (Green Flag)
2. You keep checking your phone every few minutes during dinner with family. (Red Flag)
3. You use YouTube tutorials to learn guitar. (Green Flag)
4. You forward a rumor you saw online without checking if it's true. (Red Flag)
5. You video chat a friend who moved away to stay connected. (Green Flag)
6. You compare yourself to influencers online and feel worse about your appearance. (Red Flag)
7. You limit your screen time before bedtime so you can sleep better. (Green Flag)
8. You play video games for hours without taking a break. (Red Flag)
9. You ask a trusted adult before downloading a new app. (Green Flag)
10. You skip hanging out with friends because you don't want to miss what's happening on social media. (Red Flag)
11. You put your phone on "Do Not Disturb" while studying for a test. (Green Flag)
12. You scroll through negative comments and arguments even though they upset you. (Red Flag)
13. You take a break from social media on weekends to spend time outdoors. (Green Flag)
14. You feel anxious when your phone isn't nearby. (Red Flag)
15. You stay up until 2 AM scrolling through TikTok, even though you have a test tomorrow. (Red Flag)
16. You stop scrolling when you feel overwhelmed and choose to journal instead. (Green Flag)
17. You listen to music while cleaning your room to stay motivated. (Green Flag)
18. You ignore chores because you're too busy online. (Red Flag)
19. You use a mindfulness app before bed to relax. (Green Flag)
20. You click on every notification right away, even when you're doing homework. (Red Flag)

# MY WEEKLY TECH BALANCE TRACKER

Instructions: Record your screen time and offline activities each day. At the end of the week, reflect on your progress.

## Daily Log

Day	APPROX. Screen Time	Green Flag Habits	Red Flag Habits	Offline Balance Activity
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

## Reflection Questions:

One offline activity that helped me feel recharged was...

My goal for next week is...

# SCREEN TIME INVENTORY

Think about how much time you usually spend each day on different apps, games, or devices. Be honest with yourself – this is just for reflection!

## Daily Log

Day	TikTok or Reels	Youtube	Gaming	Messaging or Snapchat	Homework or Research	Tv or Other
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

## Reflection Questions:

- Which app or platform do I spend the most time on?
- Which activities are Green Flags (helpful, healthy)?

# SESSION 6: LESSON PLAN

## Future Focus & Reflection

### Learning Objectives:

- Students will reflect on what they learned about digital citizenship.
- Students will apply those lessons to long-term goals and future online choices.
- Students will set clear goals for healthy digital engagement beyond the group.

### ASCA Mindsets & Behaviors:

- M 1: Belief in development of whole self, including social, emotional, and ethical growth.
- M 2: Self-confidence in ability to succeed.
- B-SMS 1: Demonstrate ability to assume responsibility.
- B-SS 9: Demonstrate social responsibility and ethical decision-making.

### Warm-Up (5 min):

- Quick discussion prompt: “How do you want to be seen online in the future (college, career, friendships)?”

### Main Activities (20–25 min):

1. Reflection Journals: Students respond to prompts such as:

- What is the most important skill I learned in this group?
- How will I use it when I’m online?
- What do I want my online identity to show about me in 5 years?

2. SMART Goal Setting: Students write 1–2 personal goals for managing technology or online habits. Example: “I will turn off my phone by 10 PM on school nights for the next month to improve sleep.”

3. Future Vision Share: In pairs or small groups, students describe one positive digital habit they want to carry forward.

### Discussion & Reflection (10 min):

- How can your digital choices today affect opportunities in the future?
- What strategies will help you stick to your SMART goals?

### Group Share (5 min):

- Volunteers share one goal they feel comfortable committing to.

# SESSION 6: LESSON PLAN

Reflection Prompt (Exit Ticket):

- “One digital choice I will make to protect my future is...”

Assessment:

- Review SMART goals for clarity and achievability.
- Observe student participation in reflection and discussion.

Extensions:

- Counselor follow-up: Revisit goals in 1-2 months to check progress.

# SMART GOALS

What I Want to Change or Improve:

(Example: I want to stop scrolling late at night so I can sleep better.)

S - Specific

- What exactly do I want to do?
- Who is involved?
- When and where will I do this?

M - Measurable

- How will I know I reached my goal?
- What does success look like?

A - Achievable

- Is this goal realistic for me right now?
- What small steps can I take to get there?

R - Relevant

- Why is this goal important for me?
- How does it connect to my future?

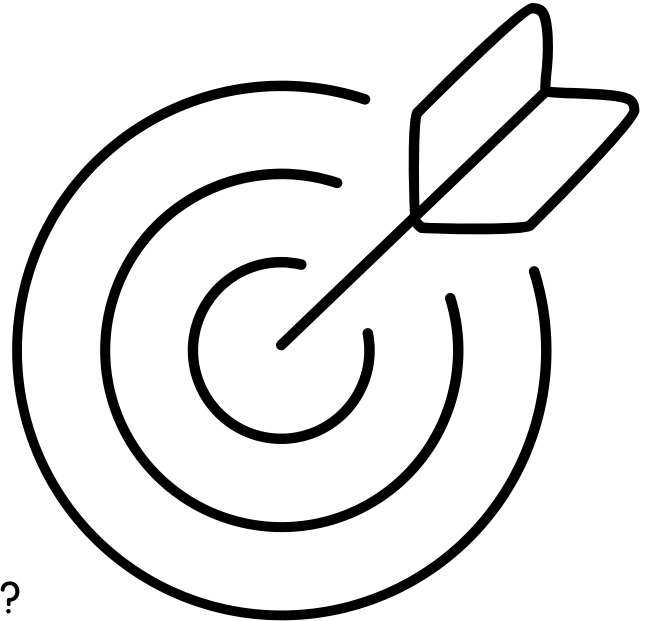
T - Time-Bound

- When will I start?
- What's my deadline or timeline?

My SMART Goal Statement:

(Write one clear sentence that combines all the parts.)

Example: "I will stop using my phone after 10 PM on school nights for the next 30 days to improve my sleep and focus."



# SMART GOALS

What I Want to Change or Improve:

(Example: I want to stop scrolling late at night so I can sleep better.)

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- Who is involved?
- When and where will I do this?

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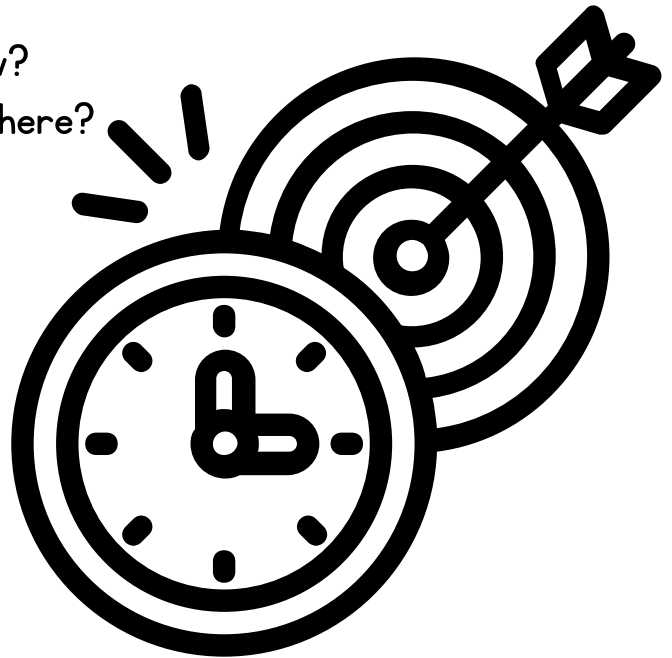
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My SMART Goal Statement:

(Write one clear sentence that combines all the parts.)

Example: "I will stop using my phone after 10 PM on school nights for the next 30 days to improve my sleep and focus."

# SMART GOALS

Goal 1:

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Goal 2:

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What obstacles might get in the way of my goal?

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What strategies can I use to stay on track?

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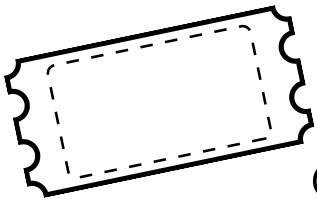
Who can support me while I work on this goal?

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# EXIT TICKET

One digital choice I will make to protect my future is...

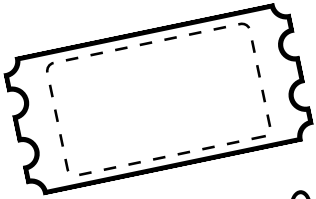
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# EXIT TICKET

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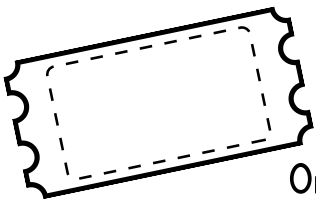
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# EXIT TICKET

One digital choice I will make to protect my future is...

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