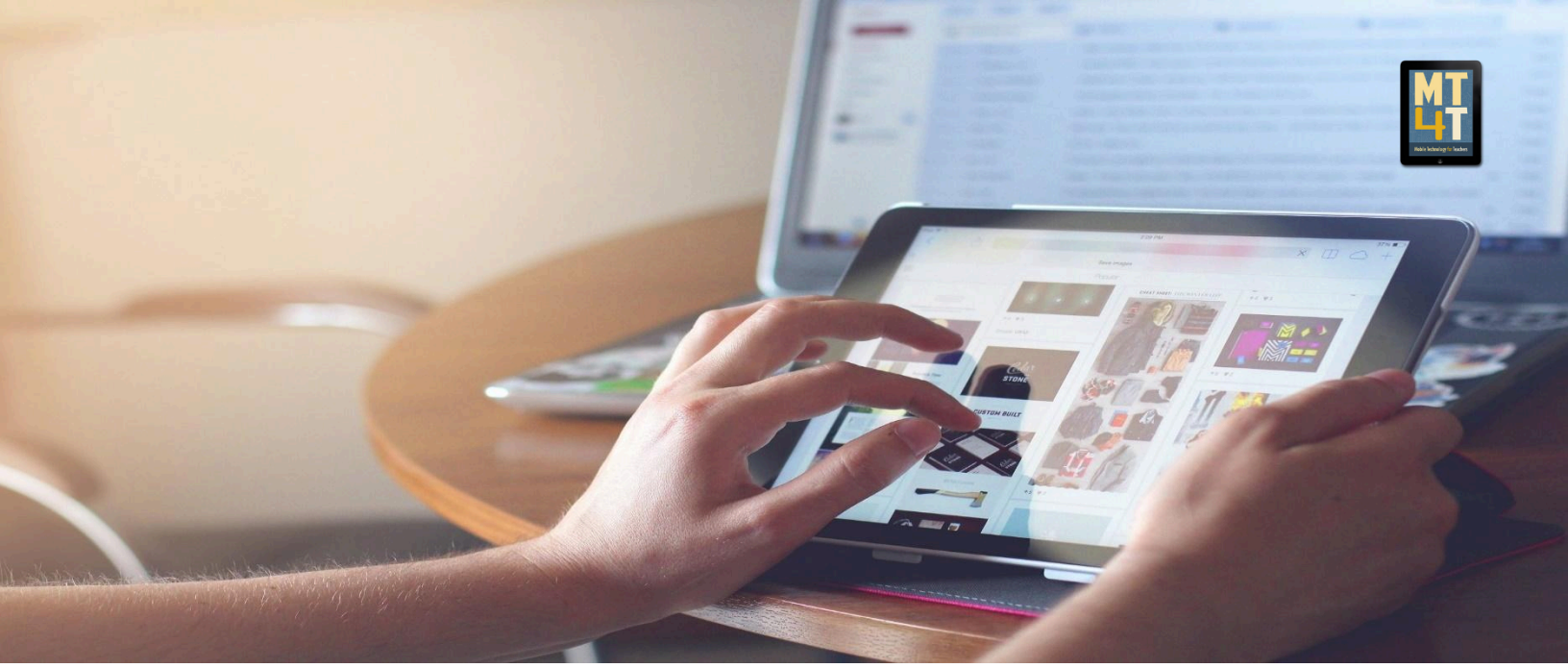


Teacher's Guide
Internet Addiction
Adapted for the DepEd Alternative Learning System



This e-Citizenship Learning Packet covers the following learning competencies of the DepEd ALS K to 12 Basic Education Curriculum

Code	Learning Competency
LS6DC-DE-PSF-AE/JHS-5	Explain how to minimize the risks of negative online behaviors ● Internet addiction
LS6DC-DE-PSF-AE/JHS-3	Practice respectful conduct when using the Internet ● Sensitivity to national and local culture ● Avoiding identify misrepresentation and fraud ● Internet etiquette while chatting, emailing, blogging, and using social media ● Protecting personal information

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Topic	*Designed for developmental stage(s):*
Internet addiction	**Early childhood to adolescence**
Activity name	*Recommended age range:*
Watch and Think!	**5 to 18 years old**

Rationale

For more than a decade now, there has been an unprecedented increase in the use of the Internet and, during this same period, internet-related issues have also appeared worldwide (Kuss & Lopez-Fernandez, 2016). One of the problematic issues especially prevalent in certain Asian countries is ***internet addiction*** (Yen, Yen, & Ko, 2010).

This lesson attempts to make children and teenagers more aware of the reality of internet addiction and the practical ways of preventing it through personal responsibility and self-discipline.

Prerequisite Knowledge and Skills

- ✔ basic knowledge of the Internet
- ✔ familiarity with internet use for entertainment such as watching and downloading videos, accessing internet TV and digital radio, internet gaming, and communicating through social media
- ✔ familiarity with the concept of internet cafes

Lesson Overview

The "Watch and Think!" activity consists of viewing a documentary on internet addiction in China. After watching the video, students work in groups on assigned investigative/thinking tasks.

The analysis is student-mediated using The Six Thinking Hats (De Bono, 1999). The teacher will only facilitate in asking more questions if and only if these questions are not asked or discussed by a particular investigative/thinking group.

After the analysis, the teacher further facilitates the abstraction of key concepts on internet addiction and the ways by which it can be prevented starting from the moderate use of the Internet in one's daily life.

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Students are then asked to apply concepts learned through an introspective self-check using the Internet Addiction Self-Discovery Test.

The lesson is then capped through an exit activity called "2+2+2."

Learning Outcomes

At the end of the learning experience, the students will be able to:

- ✔ determine signs of a person who is addicted to using the Internet;
- ✔ explain the effects of internet addiction;
- ✔ explore possible reasons why people become addicted to the Internet;
- ✔ suggest ways to prevent internet addiction; and
- ✔ commit to self-discipline in the use of the Internet

Integration Points

This learning packet can be integrated in any of the following subjects:

- ✔ media and information literacy (social presence in virtual and face-to-face interactions);
- ✔ information and communications technology (mobile and digital technology);
- ✔ psychology; and
- ✔ values education/character education.

Resources Needed

- ✔ hats in various colors according to the number of students (either brought or handmade);
- ✔ computer or laptop, multimedia projector, and speaker/s;
- ✔ video clip of "China's Web Junkies: Internet Addiction Documentary" (Shlam & Medalia, 2014);
- ✔ Internet Addiction Self-Discovery Test; and
- ✔ teacher's slide presentation on the topic.

Summary Matrix

[The highlighted keywords give an overview of the learning packet's main themes and intended age group.]

Orientation of Lesson	*Risk*	*Opportunity*										
Development Stage	*Early childhood*	*Middle/late childhood*	*Adolescence*									
Theme of Cyber Wellness (Singapore)	*Cyber use*	*Cyber relationship*	*Cyber citizenship*	*Cyber identity*								
Pillar of Digital Citizenship (iKeepSafe)	*Balance*	*Relationships*	*Ethics*	*Reputation*	*Online security*	*Privacy*						
Component of Value-Based Digital Intelligence (Park)	*Screen time management*	*Digital empathy*	*Critical thinking*	*Digital citizen identity*	*Cyber-security management*	*Privacy management*	*Digital footprints*	*Cyberbullying management*				
Behaviour of Digital Citizenship (Ribble)	*Etiquette*	*Communication*	*Responsibility*	*Rights*	*Security*	*Safety*	*Education*	*Access*	*Commerce*			
Digital Kids Asia Pacific Framework	*Digital Literacy*	*Digital Safety and Resilience*	*Digital Participation and Agency*	*Digital Emotional Intelligence*	*Digital Creativity and Innovation*							
Ages	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16+*

Download SEAMEO INNOTECH's e-Citizenship e-book for related information and activities at this site:
www.seameo-innotech.org/mt4t

Background Information

One major risk that users of the Internet may fall into is internet addiction. It is commonly known as internet addiction disorder (IAD). It is chiefly characterized by excessive use of the Internet that interferes with regular daily life, especially when behavior becomes problematic.

The physical effects of internet addiction can include Carpal Tunnel Syndrome (pain and numbness in hands and wrists), dry eyes, blurred or strained vision, eating irregularities, failure to attend to personal hygiene, backache, headache, weight gain/loss, and disturbances in sleep.

The emotional symptoms that are likewise typical of online addicts include having no sense of time, being unable to keep to schedules, avoiding doing other tasks (school assignments, house chores, etc.), getting irritated when bothered while using the Internet, isolation, feeling ecstatic when using the computer, dishonesty, anxiety, and depression.

There are various ways of preventing, treating, and dealing with internet addiction. These include: educating users by providing them with data on the ill effects of excessive internet use; monitoring one's time spent on the Internet; using the Internet for only meaningful and productive activities; ensuring that those susceptible to internet addiction also have other social activities (i.e., users hang out with real friends, they are involved in sports, civic and community activities, volunteer work, having personal advocacies for good causes, and religious involvement, among others); introducing internet users to other people who successfully managed to use the Internet reasonably; and assisting friends or family members who have become dangerously addicted in seeking counseling or professional help.

In the final analysis, young people should be made aware of the effects of internet addiction and how to deal with it through the practice of self-protective habits supported by guidance from parents and teachers. This will most certainly include the practice of digital citizenship, particularly screen time management (Park, 2016) in order to ensure their own digital health and wellness (Ribble, 2016).

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Learning Plan

Pre-Activities

1. Download the video clip for viewing prior to the start of the lesson proper for easy access in classrooms without internet connectivity. For those with internet connection, the clip can also be accessed from two sources: the New York Times website (*http://nyti.ms/1bTJzfR*) and its YouTube channel (*https://www.youtube.com/watch?v=jqctG 3NnDa0*).
2. Set up the multimedia projector beforehand if necessary.
3. Divide the big class into 5 smaller teams using The Six Thinking Hats (De Bono, 1999) method categorized as follows:
   - The White Hat - for describing important information and facts to be viewed in the documentary
   - The Red Hat - for signifying emotions and feelings towards the problem in the video to be viewed
   - The Black Hat - for judging, critiquing, or playing the devil's advocate for certain elements in the video to spot possible errors, disadvantages, difficulties, and dangers; and for challenging ideas floated in the succeeding discussion
   - The Yellow Hat - for thinking positively and expressing hope and optimism about certain situations presented in the documentary and during the discussion
   - The Green Hat - for creating possibilities, fresh ideas, and solutions to the problems to be seen in the documentary and to be heard during the discussion
   - The Blue Hat - for managing the thinking process during the discussion (to be worn by the teacher as facilitator of the Analysis session)

   Refer to Annex D for further reading on The Six Thinking Hats.
4. Ask the students to bring a colored hat or to make a paper hat according to their assigned color (Annex A). They should bring these hats on the day of the lesson.
5. Assign a scribe per group, who will take down notes of all the information and insights gathered by the members.

Activity: Watch and Think!

1. On the day of the lesson, ask students to wear the colored hats they brought or made.
2. Explain The Six Thinking Hats (De Bono, 1999) to students using the teacher's presentation slides on "Internet Addiction."
3. Give the class time to view the video clip entitled "China's Web Junkies: Internet Addiction" produced by The New York Times.
4. Right after the documentary, give each team some time to discuss the thinking outputs they would like to share with the rest of the class.

Alternative Activity: In case it is not possible to show the documentary film, a scenario (Annex B) will instead be the main focus of the discussion. This scenario also appears in the last slides of the Internet addiction presentation in case it will be used by the teacher; otherwise, there is no need to show it at the very end of the presentation.

Analysis

The following questions can be asked by the teacher if they have not yet been discussed by the groups in various thinking hats. The teacher could simply call on each thinking hat team to prompt them to speak. In most cases, however, the students themselves may be all too ready to express their thoughts without being prompted at all. Still, the teacher (in blue hat) can manage the order of interaction by following the structure of discussion as indicated below. The teacher is also free to change the order of discussion according to her/his own preference.

1. What was the activity about? What are the signs of internet addiction? What are some of its effects according to the video? (white hat)
2. How did you feel about the activity? Be as honest with your feelings and initial reactions as you can. (red hat)
3. Do you wish to express any disagreement on any part of the documentary that was viewed? Give an

honest judgment on the film we just watched. What are the worst-case scenarios you can think of? (black hat)

4. What can you say about the critique and judgment of the black hat team? Is there still hope for internet addicts? (yellow hat)
5. What other means for rehabilitating internet addicts can you suggest? Are there other possible means or strategies you can create to resolve this issue if it does happen in your immediate community? (green hat)

During the process of analysis, the teacher (blue hat) will moderate the discussion by managing the time, balancing the discussion on certain thoughts, organizing ideas, channeling the discussion to where it should go, connecting one idea or feeling to another thought and summing up what has been discussed.

Abstraction

It is important to elicit the following key learning points from the students themselves. If time allows, encourage them to elaborate further. This abstraction can come immediately after the summing up of what has been discussed.

- There are concrete signs for identifying an internet addict. As soon as one is identified, it is important to seek help and support immediately.
- Internet addiction has various causes that are rooted in one's personal life. These root causes must be identified to be able to solve the addiction more effectively.
- Internet addiction has a huge impact on one's personal life; hence, it is important to prevent it at the very onset through self-management, discipline and practice of moderation.
- It is important to have certain digital life skills (Park, 2015) especially on screen time management to prevent internet addiction.

Present the slides on internet addiction, if necessary.

Application

Distribute the self-inventory checklist on internet addiction and provide time for the learners to answer it. (See Annex C for a copy of the questionnaire.)

Ask students to add up their ratings for each item to get their final scores on the self-inventory checklist. The maximum score is 50 points. A high score on the survey may be indicative of compulsive internet use and risk of internet addiction.

Here is an adapted scale from the Internet Addiction Test Manual (The Center for Internet Addiction, n.d.) to help you measure the scores of your students. Note that the scale is not meant to provide a definitive diagnosis of internet addiction.

0 - 10	Student's internet use is normal. Student may be browsing the Internet for an extended period at times, but generally has control over her/his usage.
11 - 25	Student's internet use indicates possible mild addiction.
26 - 35	Student's internet use reflects a risk of moderate level of addiction. Student may be experiencing difficulty spending time away from the Internet.
36 - 50	Student is showing signs of being severely dependent on the Internet. She/he is at risk of excessive and compulsive use of the Internet.

The scale above only provides an approximation of the severity of one's possible internet addiction. Specific symptoms covered by the survey questionnaire may provide further insights behind student scores.

Items 1, 3, 5, 8, 9, and 10 essentially pertain to a symptom referred to as "salience," which is the extent of the Internet's influence on the overall behavior of a user. According to the Internet Addiction Test Manual, students who have high ratings for these items may "…feel[ ] preoccupied with the Internet, hide[ ] the behavior from others, [ ] may display a loss of interest in other activities and/or relationships only to prefer more solitary time online… use[ ] the Internet as a form of mental escape from distributing thoughts[,] and may feel that life without the Internet would be boring, empty, or joyless."

Lack of control is the symptom questions 4 and 7 are

designed to measure. A high score on these questions means that a student may have a difficult time managing and limiting her/his use of the Internet.

Question 2 is concerned with a user's level of anticipation, which happens when one is constantly preoccupied with thoughts about spending time online when away from the Internet. A high rating for this item may indicate that a student frequently feels a strong urge to use the Internet when she/he is offline.

Lastly, question 6 deals with excessive use. Obviously, students who score high on this item are at risk of compulsively using the Internet in excess. It is also likely that these students may get upset, anxious, or even depressed if access to the Internet is not available or prohibited.

Assessment

- To cap the lesson, ask learners to pair up for a 2+2+2 exit session. Ask them to talk about the following with their partners:
  - ✔ 2 things they learned from the lesson (1 minute)
  - ✔ 2 discoveries they found out about themselves through the Internet Addiction Disorder Quotient (1 minute)
  - ✔ 2 personal promises on moderating internet use based on their Internet Addiction Disorder Quotient results (1 minute)
- Ask some pairs to share their answers to the entire group. Motivate everyone to make a personal promise to prevent internet addiction that is both practical and realistic.

Adapting to Other Learners

Given that the activity is a purposeful viewing of a film, make sure to seat learners with poor vision in front. For non-native speakers of Chinese and those with hearing difficulty, the video has an activated subtitle to support better understanding of the language spoken in the documentary.

For learners with full or partial visual impairment, the following computer applications are suggested to assist them:

- NegativeScreen – Windows application enabling users to invert screen colors. The application is available for download at [NegativeScreen (zerowidthjoiner.net)]
- NVDA (Non-Visual Desktop Access) – free screen-reader application that uses a synthetic, computer-generated voice to read the text on the screen. It can also convert the text into braille if the learner has access to a Braille-display device. The application can be downloaded at [https://www.nvaccess.org/]

Advanced learners can be assigned to lead the thinking hats groups. The teacher can also make them wear blue hats for such tasks.

In classrooms where students are highly expressive of their thoughts, outspoken and insightful ones may be asked to wear blue hats and placed strategically in various colored hat groups.

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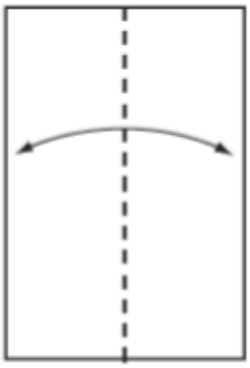
pixabay.com | ***pexels.com*** | ***unsplash.com***

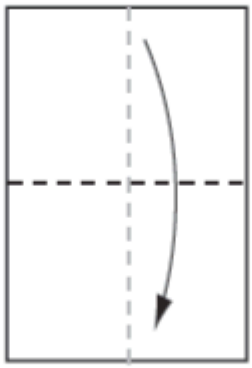
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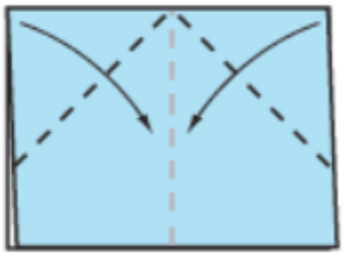
Annex A

DIY Origami Hat Printable

Source: http://www.origami-fun.com/support-files/origami-hat-print.pdf







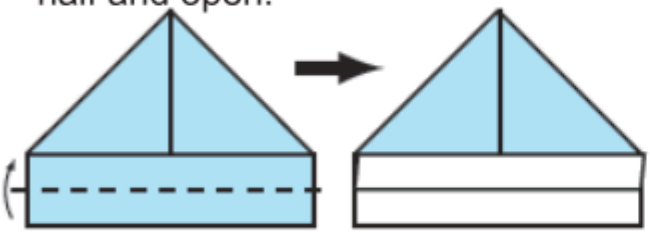
1 Start with a rectangular piece of paper, white side up.

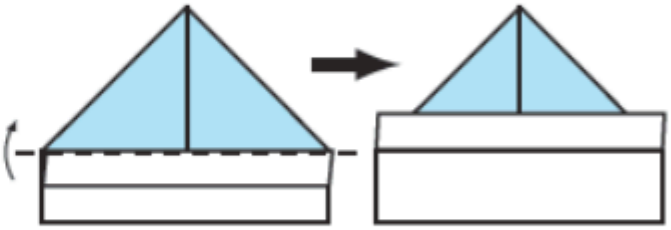
Fold the paper in half and open.

2 Now fold the top down to the bottom edge.

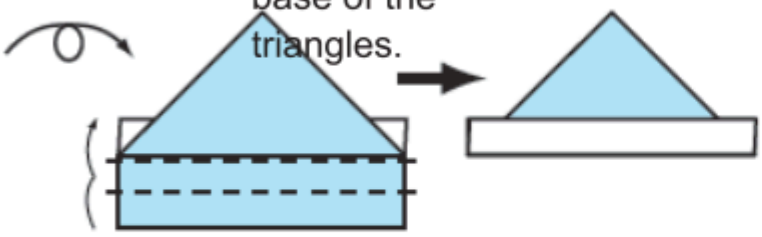
Crease well.

3 Fold the top corners down to the centre line.

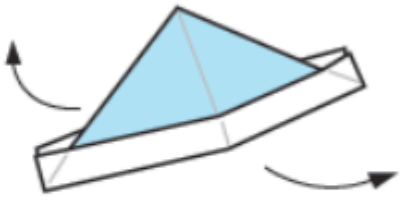




4 Fold the bottom edge (uppermost layer only) up to the base of the triangles.



5 Fold this part up once again, and crease well.



6 Turn model over, and repeat step 4 & 5 on the other side.

7 Open out the hat to shape it, your hat is now finished!

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Annex B

The Scenario

Nilo is 15 years old. He does not have many friends; neither does he engage himself in school activities. Every single day since the opening of the academic year, he has been spending 8-10 hours on online games. He does not seem to have other hobbies. He has even skipped classes and performed poorly in tests and school activities. When there is a family gathering, he is reluctant to join and would shut himself in the room. He is unwilling to go to any social activities organized by friends. Nilo's parents are alarmed that his untoward change in behavior is caused by his addiction to online games. As a result, Nilo developed an aloof personality; he is not interested in establishing close relationship with others and has also isolated himself from other people.

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Annex C

The Internet Addiction Self-Discovery Test for Learners

Directions: Take the following test adapted from Dr. Kimberly S. Young's Internet Addiction Test (Young, 2013). Read the questions that follow. Assess yourself by encircling the number in the Likert Scale from 1 (**strongly disagree**) up to 5 (**strongly agree**). Although this test will not scientifically measure your specific levels of internet addiction, it will still enable you to personally examine some points about your inclination towards using the Internet excessively.

1. Do you get easily engrossed when using the Internet?

1	2	3	4	5

2. Do you often think about what you still need to do using the Internet or your past online activity?

1	2	3	4	5

3. Do you feel a strong urge to be online longer just to be satisfied?

1	2	3	4	5

4. Have you tried to stop or repeatedly attempted to stop or lessen and even control your internet use but have been unsuccessful?

1	2	3	4	5

5. Have you experienced a negative effect on an important relationship such as the one with your family, or friends?

1	2	3	4	5

6. Is your mood affected (like you become irritable or restless) when you decrease or even stop your use of the Internet?

1	2	3	4	5

7. Do you find yourself spending a longer time online than you have intentionally planned?

1	2	3	4	5

8. Does using the Internet give you a chance to escape from your problems?

1	2	3	4	5

9. Do you feel relieved from stress or a bad mood when you use the Internet?

1	2	3	4	5

10. Do you feel it is alright to hide the extent of your internet use from family, friends or loved ones?

1	2	3	4	5

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Annex D

Links for Further Reading on *The Six Thinking Hats (De Bono, 1999)*

Six Thinking Hats in the Classroom (Warfield, n.d.).
http://www.storyboardthat.com/blog/e/six-thinking-hats-in-the-classroom

The Six Thinking Hats® -- A Teacher's Resource Guide to Using the Six Hats® in Your Classroom (Drevitch, Kosarik, Minner and Steele, 2007).
http://sisdtx.sharpschool.com/common/pages/DisplayFile.aspx?item Id=17274974

Using De Bono's Six Thinking Hats Model to Teach Critical Thinking and Problem Solving Skills Essential for Success in the 21st Century Economy (Kivunja, 2015).
http://file.scirp.org/pdf/CE_2015 031710033222.pdf

Six Thinking Hats by (Labelle, 2005).
http://members.optusnet.com.au/charles57/Creative/Techniques/sixhats.htmEdward

De Bono's Six Thinking Hats: Outlining the Basics (Van Eck, 2004).
http://www.heartsunlimited.net/happy-hearts-software/six-thinking-hats.html

The Six Thinking Hats of Creative Communication (Elion, n.d.).
http://www.innovationmanagement.se/imtool-articles/the-six-thinking-hats-of-creative-communication/