

PROMOTING MENTAL HEALTH AND WELL-BEING IN THE DIGITAL AGE

Teacher(s) Names (include collaborators):

Course Name: Health

Time Frame (in minutes): 90 minutes

Unit/Theme: Digital literacy & safety

Grade Level: 9-12

CONTENT AND SKILLS

Learning Objectives:

- **Identify harmful online behaviors:** Students will be able to recognize cyberbullying, excessive screen time, and other detrimental online behaviors.
- **Analyze effects on mental health:** Students will evaluate how these behaviors impact mental health and well-being.
- **Develop strategies for well-being:** Students will create personal strategies to mitigate negative online behaviors and promote mental health.
- **Collaborate using digital tools:** Students will work together to create a Public Service Announcement (PSA) using digital tools.
- **Revise digital artifacts:** Students will refine their PSA based on peer feedback.
- **Publish digital content:** Students will independently use advanced digital tools to publish their final PSA.

Essential Questions:

- What are the signs of harmful online behaviors, and how do they affect mental health?
- How can individuals take steps to protect their well-being in a digital environment?
- What strategies can be used to communicate effectively about mental health?

Students I can statements . . .

- I can identify and describe harmful online behaviors.
- I can explain how these behaviors impact mental health.
- I can work with my peers to create a digital presentation.
- I can use feedback to improve my work.
- I can use digital tools to publish my work online.

How will you meet the needs of SWD and ELL/MLL students?

- Provide visual aids and graphic organizers to support understanding of key concepts.
- Use closed captions for videos and digital resources.
- Offer translation tools for key vocabulary and instructions.

Content Standards

List all standard indicators (do not need standard statement)

- NYS Health Standards: Students will demonstrate personally and socially responsible behaviors by recognizing threats to the environment and offering strategies to minimize them.
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NYS Computer Science and Digital Fluency Standards List all standards that authentically align
● 9-12.DL.2: Communicate and work collaboratively with others using digital tools to support individual learning and contribute to the learning of others. ● 9-12.DL.4: Independently select advanced digital tools and resources to create, revise, and publish complex digital artifacts or collection of artifacts. ● 9-12. DL.7 Design and implement strategies that support safety and security of digital information, personal identity, property, and physical and mental health when operating in the digital world.
NYS SEL BENCHMARKS https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf
Goal 3: Demonstrate intentional decision-making skills and behaviors considering social, emotional, and physical safety and well-being.

INSTRUCTIONAL PLAN List the steps of the lesson, including instructions for the students including how they will construct and practice content knowledge. Add Standard Indicators next to activity that aligns and highlight them.
Introduction to Harmful Online Behaviors ● Activity: Begin with a class discussion on students' experiences with online behavior. ● Instruction: Present a slideshow on cyberbullying, excessive screen time, and their effects on mental health. See resources below. ● Group Work: Students brainstorm in small groups examples of harmful online behaviors and potential consequences. Analyzing the Impact ● Activity: Watch a short documentary or video about real-life impacts of cyberbullying and screen addiction. ● Discussion: Facilitate a discussion on how these issues affect mental health and relationships. ● Individual Task: Students write a reflection on how online behaviors have affected their own or someone they know mental health. Strategies for Prevention and Well-being ● Instruction: Teach strategies for managing screen time and preventing cyberbullying, emphasizing responsible behavior online. ● Activity: Role-play different scenarios to practice refusal skills and positive online interactions.

- **Resource Exploration:** Introduce various digital tools and resources to manage online behavior and mental health.

Creating a PSA

- **Group Work:** Students form groups and select digital tools to create a PSA addressing harmful online behaviors and promoting mental health. **(DL.2, DL.4)**
- **Workshop:** Spend time planning, scripting, and beginning the creation of their PSAs.

Peer Review and Revision

- **Activity:** Present PSAs to the class. Each group will provide and receive feedback using a structured peer review form.
- **Revision:** Groups revise their PSAs based on feedback.
- **Publish:** Share final PSAs on a class blog or school website. **(DL.7)**

Assessment

- **Formative:** Observations during group work and class discussions, reflections, and role-play activities.
- **Summative:** Evaluation of the PSA projects using a rubric focused on creativity, content accuracy, use of digital tools, and peer feedback integration.

FUTURE READY COMPETENCIES

Check off each competency that students will interact with during this lesson.

- ✓ Collaboration
- ✓ Communication
- ✓ Critical Thinking/Problem Solving
- ✓ Creativity & Innovation

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc. **Including Instructional Technology Tools**

- Digital devices (computers/tablets)
- Internet access
- Digital tool platforms (Canva, Adobe Spark)
- Feedback forms
- SEL resources and articles on online safety
 - [Common Sense Media](#)

○ Nearpod:

- [Teens and Social Media](#)
- [Social Media and Cyberbullying](#)