Reproducible Resources from

15-minute focus
Brief Counseling Techniques that Work
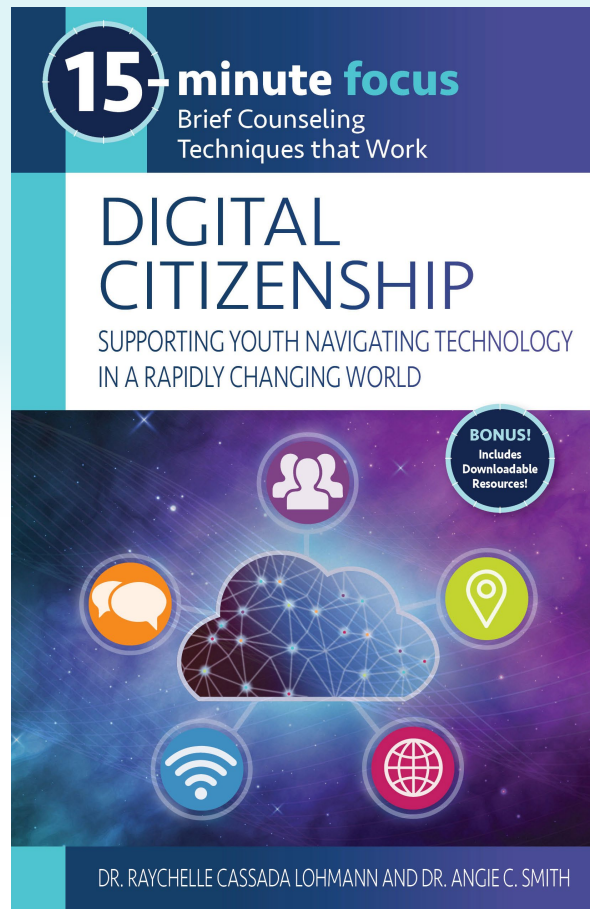
DIGITAL CITIZENSHIP

SUPPORTING YOUTH NAVIGATING TECHNOLOGY IN A RAPIDLY CHANGING WORLD

BONUS!
Includes Downloadable Resources!

DR. RAYCHELLE CASSADA LOHMANN AND DR. ANGIE C. SMITH

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Creating a Digital Footprint

Students will learn about their online identity and the digital footprint they leave behind. They will also understand the importance of being an upstanding digital citizen by being aware of what they say and do online.

Time Required:

30-45 minutes

Learning Objectives:

• Understand the importance of having a good online identity.

• Learn how one's digital footprint can impact their online reputation.

• Explore what it means to act responsibly online and be an upstanding digital citizen.

Supplies:

Footprint worksheet – Option 1 is for younger students, and Option 2 is for older students.

EDUCATOR'S GUIDE

Following Your Digital Footprint

Note: The language can be modified to accommodate your students' grades and developmental levels.

Introduce the topic by saying: *Today, we will discuss what it means to be a good digital citizen and examine your online behaviors by following your digital footprint (sometimes called a digital shadow).*

Engage students in a conversation by asking the following questions.

Ask: *What is digital citizenship?*

Response example: *Digital citizenship is using the internet responsibly, ethically, and safely.*

Ask: *What is an online identity?*

Response example: *An online identity is what you do on the internet. For example, postings on sites, information downloaded, sites visited, etc.*

Ask: *What is a digital footprint or digital shadow?*

Response example: *A digital footprint or shadow is the trail of information you leave behind when you visit a site.*

Discuss with the class the importance of having a good online reputation and leaving behind a footprint worth following. Explain that how they behave online is important. Good choices create a good reputation (a big word for what others think about you), and poor ones can adversely affect their reputation. Remind students that just because they are on the other side of a screen doesn't mean their actions can't be seen.

For younger students, discuss the importance of not sharing any information about themselves online or clicking pop-ups to make them go away if they come up on a screen during a game or show. Also, discuss the importance of being kind online, even during gaming. You have a good reputation when others think of you as being kind.

Note: Ask younger children to share sites they like to visit online. Find out what they do on their devices, and write these sites down so others can see them.

For older students, discuss how colleges, scholarship committees, recruiters, and future employers often conduct internet searches on candidates and what they find may affect their decisions. Explain that when they visit a site, they may not be aware of the data trail they're leaving behind. For example, completing an online form, making a purchase, posting a comment, creating a public playlist, or uploading a photo all lead to data collection. When they leave behind a trail, they also leave behind cookies. Cookies are small traces of data that collect information about them. Explain

that they should regularly clear the cookie history in their device settings. Share with them that some browsers keep a record of their passwords and visited pages, even after they close and log out of the site. So, they should clear their cookies whenever they use a public computer. Rule of thumb: Use privacy settings, and always read the fine print.

Note: You can put students in groups and have them visit a few sites. When the cookies message pops up, have them click the link to read about what information the site is collecting and share it with others in the class.

Engage the class in an activity discussing the trail they leave behind when they are online. This activity can be facilitated individually or in small groups.

For younger students, provide the Following Your Digital Footprint (Option 1) worksheet. Inside the footprint, have them write down or draw the activities they engage in online. Here are some examples:

- Play games (have them share what games they like to play).
- Watch shows (have them share their favorite shows).
- Look at funny videos (have them share an example).

For older students, provide the Following Your Digital Footprint (Option 2) worksheet. Have them write a list of their online activities. This list may include things such as:
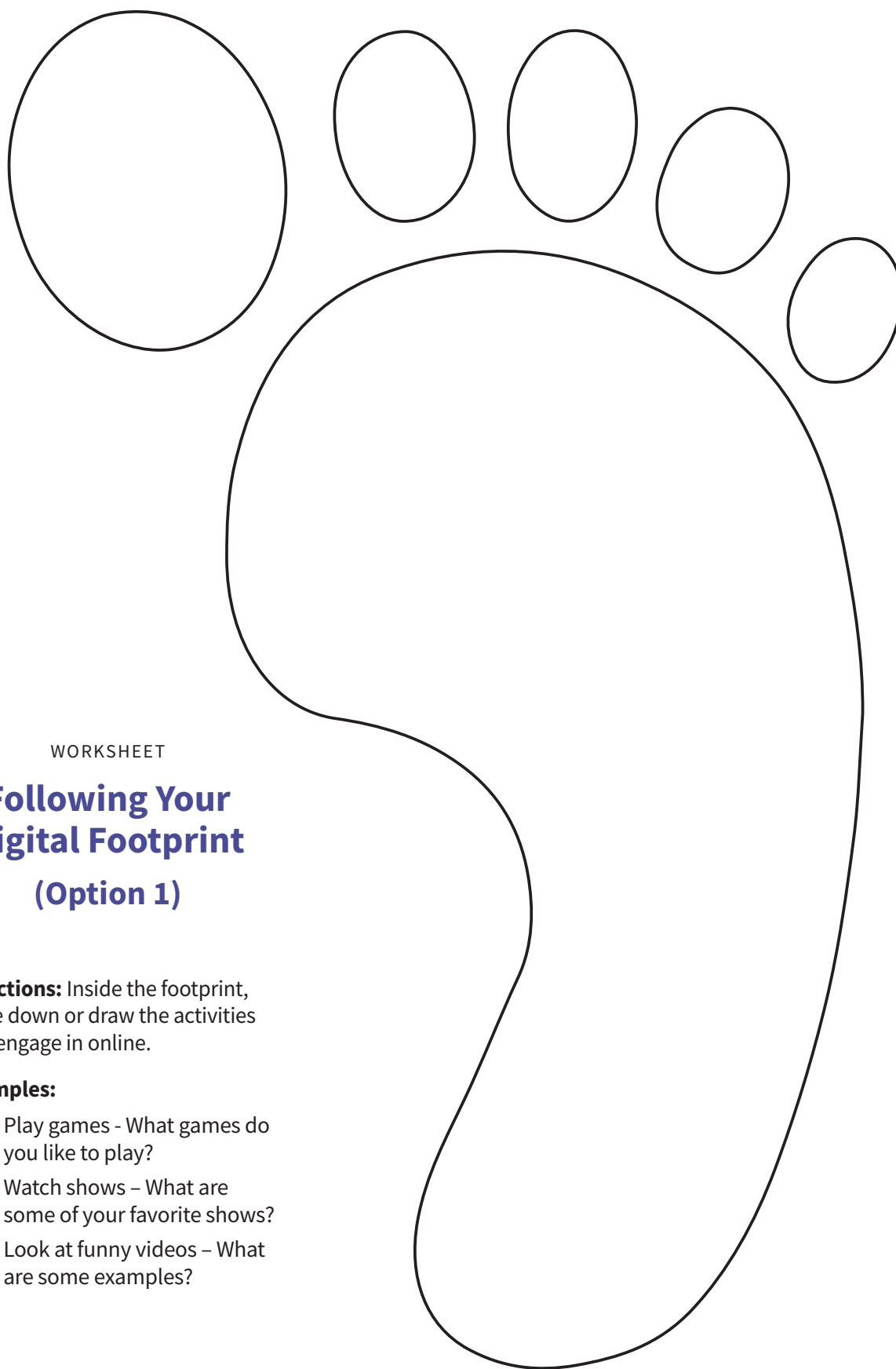
- Streaming shows
- Listening to music
- Posting comments
- Sharing videos of self and others
- Uploading pictures
- Sending text through social media
- Sending emails
- Researching information for school projects
- Browsing the internet
- Doing homework
- Reading articles
- Engaging in chat rooms
- Playing games
- Purchasing items

Next, provide the following prompts:

1. For each item, list some sites used to do these activities.
2. Ask them to circle any sites on which their information is public, such as social media sites, playlists, channels, or profiles.
3. Ask how many read the pop-ups or site conditions before going onto the site.
4. Ask them to put an asterisk next to any listed sites with the information they would not want a college admissions representative or prospective employer to view.
5. Discuss ways to improve their online appearance, so others won't see content they don't want to be shared. These ideas may include the following:
   - Set privacy settings.
   - Turn off location access when taking pictures or uploading content.
   - Clear cookies regularly from settings immediately after using a computer at a public site, like the library.

Conclusion: Have students share the importance of being a good digital citizen, having a reputable online identity, and leaving behind a digital footprint worth following.

Name_____

Following Your Digital Footprint

(Option 1)

Directions: Inside the footprint, write down or draw the activities you engage in online.

Examples:

- Play games - What games do you like to play?
- Watch shows – What are some of your favorite shows?
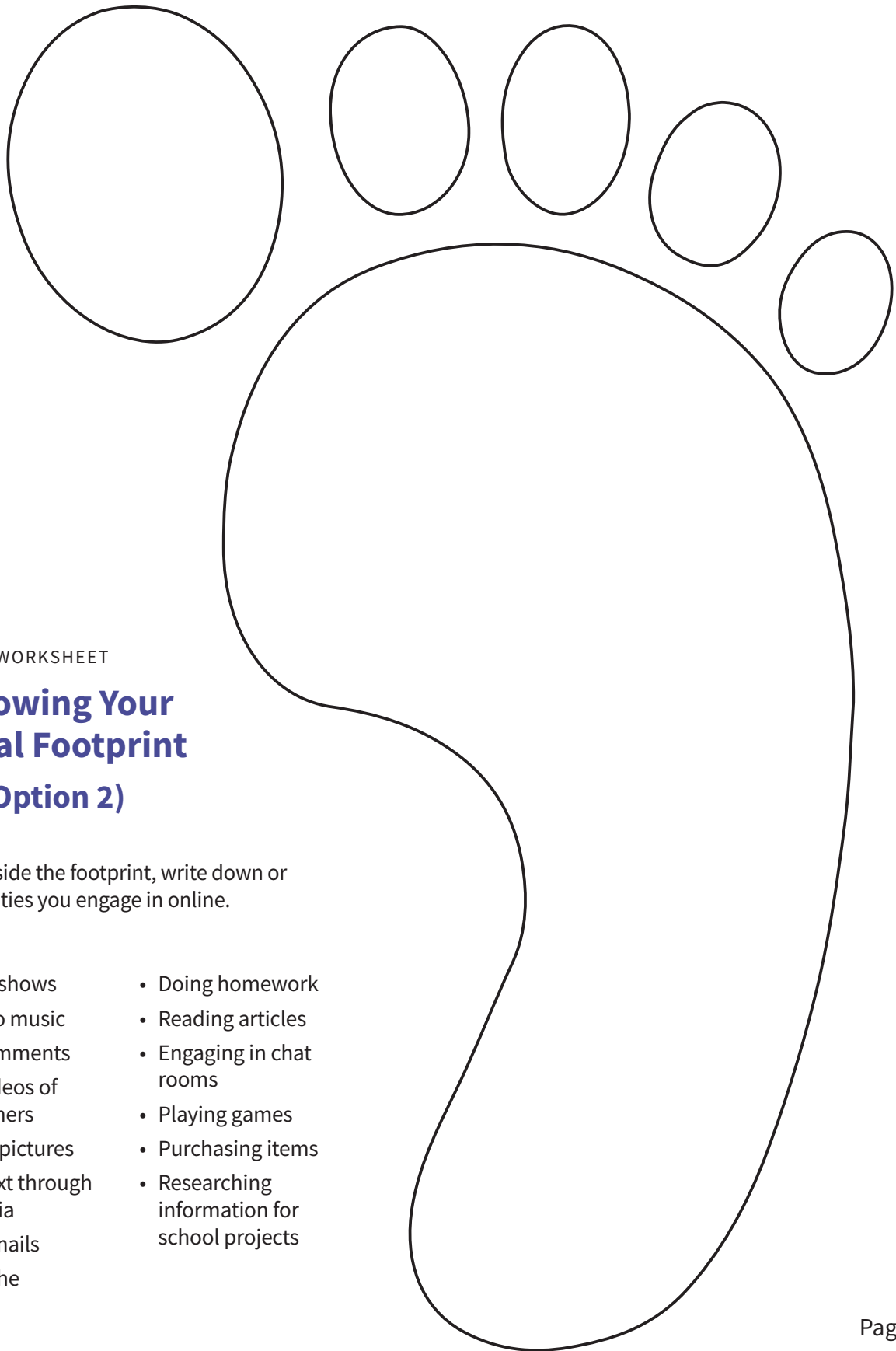- Look at funny videos – What are some examples?

WORKSHEET

Following Your Digital Footprint
(Option 2)

Directions: Inside the footprint, write down or draw the activities you engage in online.

Examples:

- Streaming shows
- Listening to music
- Posting comments
- Sharing videos of self and others
- Uploading pictures
- Sending text through social media
- Sending emails
- Browsing the internet
- Doing homework
- Reading articles
- Engaging in chat rooms
- Playing games
- Purchasing items
- Researching information for school projects

Following Your Digital Footprint (Option 2)

1. List some sites used to do these activities.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

   f. _____

   g. _____

   h. _____

   i. _____

   j. _____

2. Circle any sites on which your information is public.

3. Look through the list and put an asterisk (*) next to any site you would not want a college admissions representative or prospective employer to view.

Technology Use: Pros and Cons

Students will explore various ways to use technology and reflect on how they engage with their devices. The activity can be performed in groups of 2-6 students each to allow for rich discussions.

Time Required:

30-45 minutes

Learning Objectives:

• Explore the positive ways technology can be used inside and outside the clas sroom.

• Discuss, locate, and share resources and applications students use to convey positive messages and tones.

• Identify the pitfalls of using technology and how to avoid abusing it inside and outside the classroom.

Supplies:

• Notecards

• Crayons/colored pencils

• Magazines (if available)

Cons −

Pros +

Use, Don't Abuse: Pros and Cons

Note: The language of the activity can be modified to accommodate your students' grade and developmental levels.

Introduce the topic to students by saying: *Today, we will create a collage as we unpack and discover the many ways we use technology. We will explore the pros of using technology and consider things we should avoid.*

Hand out the supplies. Invite students to draw a "+" sign or write "Pros" on one side of the notecard and a "-" (dash) or the word "Cons" on the other side.

Invite students to reflect on the "pros" or positive words or ideas of using technology inside and outside the classroom and write them on their notecards (independently first). Invite students to express themselves in the way that makes the most sense for them. For example, students can draw pictures, use quotes, words, etc., to share their ideas on the notecard. An example can be using Google slides to create presentations, submitting assignments online, creating Infographics, etc. (~5 to 10 minutes)

Examples of Pros "+" *(front of the notecard):*
- Connection and creating community
- Opportunities to learn and gain knowledge
- Find location, directions, and maps

Invite students to share words and ideas about what they should avoid when using technology and to write them on their notecards (independently). For example, avoid talking to strangers or accepting friend requests from people they do not know, prevent bullying and teasing people online, etc. (~5-10 minutes)

Examples of Cons "–" *(back of the notecard)*
- Cyberbullying
- Overuse of technology
- Missing out on activities

As the students work on their notecards, take a moment to create a notecard that reflects your experience with the "+" and "-" using technology.

Discuss with students what they wrote down. There are two options for how this can be done:

Option 1: Invite students to share in small groups what they created. Ask each student to take turns and share the front and back of their cards.

Option 2: Collect all the cards and share the responses as a large group. The instructor can read the answers, shuffle the cards, and ask students to pick a card to read to the class to create additional engagement.

Discuss with students the pros and cons of using technology in a group setting:
- In what ways can you use technology in a positive way inside and outside the classroom?
- What are the benefits of using technology?
- In what ways have you seen peers use technology in both positive and negative ways?

Conclusion: Combine all the responses for the pros and cons of using technology in one place on a Google document or whiteboard.

TOP 10
Internet Safety Tips

1   Review privacy settings on all devices, apps, and websites they use.

2   Ensure devices and access to sites are secure. For example, do not use the same password for all accounts. When creating a password, use letters, numbers, and characters. In addition, set up extra security measures like PINs, fingerprints, or facial recognition to access information. Better yet, use **two-factor authentication (2FA)** to safeguard devices and access sites that contain personal information.

3   Do not use any identifying information on a profile name, like a real name as their screen name. This means not sharing their full name or personal information that could identify who they are or their location, including photos and names of family members.

4   Ensure that all devices and apps are running the most current version. Set up automatic updates to ensure the most robust version and protection on all devices and apps.

5   Do not open emails from senders you don't know. If you get an email from a company stating you just won something or your computer has been compromised and you need to click a link to fix it, **Don't**. Scammers wait for you to open the virtual door and let them in. These emails and pop-ups can look real, so contact a trusted adult if you have questions about the site's integrity.

6   Do not share photos of yourself online. They could be leaked to people you wouldn't want to view them.

7   Turn off device location settings unless your parents have activated them for your protection.

8   Do not post comments, share videos, or post pictures of anyone without their permission.

9   Do not share personal information (including feelings) with people you don't know. For example, the statement "I am so depressed" can show that you are vulnerable. People with bad intentions can use that as a foothold to lure you to them by offering what might seem like a genuine interest in how you feel.

10   Do not hesitate to ask for help.

What Would You Do?

Students will use higher-order thinking skills by working through true-to-life scenarios.

Time Required:
30 Minutes

Learning Objectives:
- Explore the concept of online privacy and discuss how websites can use personal information.
- Identify ways to respond in difficult situations.
- Identify strategies to protect privacy online.

What Would You Do? Scenarios

Note: The language of the activity can be modified to accommodate your students' grade and developmental levels.

Introduce the topic to students by saying: *Today, we will discuss online privacy and ways to protect yourself when you are on the internet.*

Ask: *What does online privacy mean to you?*
Response example: *Not sharing personal information with strangers online.*

Ask: *How important do you think your privacy is when you are online?*
Response example: *When you visit sites, they get information about you and can even track your actions. In addition, some sites sell your information to third parties. So even something as simple as posting your school's name and grade level makes you traceable. A good rule of thumb: less information is the best information.*

Ask: *What kinds of information do you share when you are online? What types of data can make you susceptible to hacks and scams? For example, sharing personal identifying information like your full name, birthdate, school, and city.*

Engage the class in higher-order thinking discussions by having them work through the following scenarios. Encourage students to imagine themselves in the situation and explore a safe way to navigate each. First, have students identify the dilemma. Next, talk about what it would be like if they were in that situation and brainstorm ideas about handling it.

Scenarios
1. Your gaming friend, whom you've only chatted with online, shares his address and phone number and asks for your information. What do you do?

Answer: You should NEVER give your name, address, or other personal information to anyone you meet online. Some people pretend to be someone they are not, and people who don't have good intentions may be able to locate you just by the information you share.

2. A friend tells you she met a cute guy online and wants to meet him in person. What do you do?

    Answer: You should try to talk her out of it and then, for her safety, reach out to a trusted adult for help. Predators frequently pretend to be someone they are not online, and your friend may be risking her safety.

3. You are on a website, and a pop-up ad congratulates you for winning a cash prize. All you must do is click the link to accept your reward. What do you do?

    Answer: Scammers use ploys like these to phish for information. Don't click any link as it could open your information, compromise it, or give your device a virus. Rule of thumb: if something seems too good to be true, it probably is.

4. There is a website with many games on it, but to have access, you have to set up an account and provide a lot of personal information. What do you do?

    Answer: Do not share any information about yourself online. If you are under the age of 13, sites are only permitted to allow you to set up an account if you verify it with a parent first. Any site enabling you to do so isn't legitimate and is operating illegally.

5. A friend of yours is struggling emotionally, isolating, and spending much more time online. He says he has found some friends online who "really understand" him. You're concerned that your friend may share too much information with these "new friends." What do you do?

    Answer: The internet isn't where you want to share your private information or feelings. Plus, it sounds like your friend may need more help than an online stranger can provide, and who knows if this person is whom they say they are? It's best to keep reaching out to your friend even though they may push you away. Also, reach out to a teacher, counselor, your/their parents, or another trusted adult to help you navigate ways to get your friend help.

6. You got a new mobile device but didn't put any protective measures in place for accessing information. As a joke, your brother's friends took your phone and started pretending to be you. They posted on your social media site and texted your friends. What do you do?

    Answer: Even though your sibling's friends think they are joking around, they may compromise your friendships and post content that puts you at risk. Not to mention, taking your property without your permission and using it to harm you is wrong. You need help to get your phone back immediately, start cleaning up the mess, and then protect your device with safety measures such as a PIN, fingerprint, or facial recognition. Next, make sure you have activated your privacy settings.

Conclusion: Have students share any sticky situations they have been in and discuss ways to protect themselves online.

Cybercrime Quiz

Name_____

Use the word bank to match the words with the appropriate statement.

Word Bank:				
Phishing	Hacking	Hoax Threats	Cybercrime	Piracy
Identity Theft	Malware	Catphishing	Cyberbullying	Sextortion

Definitions:

_____ 1. Unauthorized access to a computer system or network

_____ 2. Threatening to release private information unless the recipient provides a sexual photo, sexual favors, or money.

_____ 3. An untrue threat intended to make the recipient believe it will occur.

_____ 4. A person fraudulently creates a fictional persona or fake identity on a social media network to deceive another.

_____ 5. Using electronic devices to repeatedly share hurtful and untrue information about another person online.

_____ 6. Criminal activity conducted on a computer or networked device.

_____ 7. Using another person's information, such as name and identity number, without permission.

_____ 8. A message tricking you into providing your sensitive information to scammers.

_____ 9. Unauthorized use or reproduction of another's work.

_____ 10. Software stored on a user's device without their consent; performs actions such as stealing personal information.

Cybercrime Talking Points

Invite your students to participate in a classroom discussion on cybersecurity. Below are a few prompts and talking points to help you lead your students in an engaging conversation.

Note: The language of the activity can be modified to accommodate your students' grade and developmental levels.

Do you believe you'll ever be hacked?

- Young people and older people are often the targets of cybercriminals.
- Hackers often go after these populations because they are easy to get information from and have limited knowledge of online risk.
- Don't open suspicious emails. If an email states you've won something or need to provide your personal information to gain access to the content, do not provide any information.

Have you ever accepted a friend request from someone you didn't know?

- You should only accept friends if you know they are whom they say they are.
- Cybercriminals surf the net to make connections with young people. The person you think you are talking to may not be that person. For example, your new 16-year-old friend could be a 50-year-old man using a fake name, photo(s), and personal details.
- When you befriend people you don't know, you make yourself vulnerable to con artists.
- Cybercriminals use fictitious identities to befriend, lure, and deceive people into giving them personal information that could lead to severe consequences.

Have you ever opened an email, text, or social media message you thought was from a friend but then realized it was from someone else?

- Phishing occurs when the cybercriminal sends a fake message to trick you into giving up information about yourself.
- Opening a suspicious email could result in malware, and malicious software, being stored on your device to collect your information.
- Your information could be sold, leading to identity theft or, worse yet, people using your information to harm or exploit you.
- Don't open suspicious messages; only open a message if you know the sender and recognize/can verify the address.
- Phishing is the most-reported cybercrime.

Why are cybercriminals interested in young people?

- Young people usually don't have bank accounts or credit scores, so no one watches to see if a fraudulent account is opened in their name.
- Young people are often more trusting and curious and will download an app or enter their information if, for example, they receive a message stating they won a prize they have to claim.
- Young people usually don't tell a parent/caregiver if their information has been compromised.
- Young people often use the same password on multiple sites, making them more susceptible to hacking.

For more online safety resources, please see the Resources section at the back of the book.

Mental Health in the Digital Age

In this activity, students will learn about the mental health advantages and disadvantages of internet use.

Time Required:

30-45 minutes

Learning Objectives:

• Explore the concepts of mental health and well-being.

• Identify ways the internet contributes to good mental health.

• Identify ways the internet may harm mental health.

• Explore ways to engage in self-care.
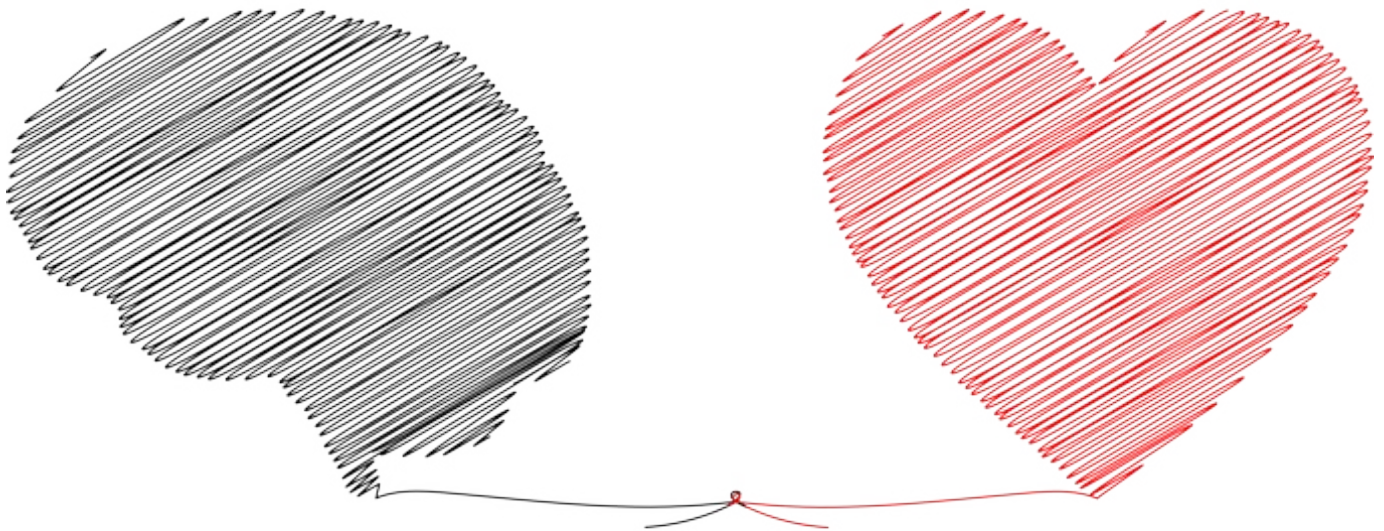
(Photo Source: GDJ/Pixaby)

Diving Into Mental Health and Technology Use

Note: The language of the activity can be modified to accommodate your students' grade and developmental levels.

Introduce the topic to students by saying: *Today, we will discuss ways the internet can help or harm our well-being and mental health.*

Ask: *What are the definitions of mental health, well-being, and mental health stigmatization?*

Response example (common definitions listed below):

Mental Health: The World Health Organization (WHO) defines mental health as *a state of well-being in which every individual achieves their potential, copes with the everyday stresses of life, works productively and fruitfully, and can contribute to their community.* [16]

Well-being: The World Health Organization (WHO) defines well-being as *a positive physical, social, and mental state; it is not just the absence of pain, discomfort, and incapacity. It requires that basic needs are met, that individuals have a sense of purpose, and that they feel able to achieve important personal goals and participate in society. It is enhanced by conditions that include supportive personal relationships, robust and inclusive communities, good health, financial and personal security, rewarding employment, and a healthy and attractive environment.* [17]

Self-care: The Global Self-Care Federation defines self-care as *the practice of individuals looking after their health using the knowledge and information available. It is a decision-making process that empowers individuals to look after their health efficiently and conveniently, collaborating with health and social care professionals as needed.* [18]

Divide students into small groups.

Discuss the advantages and disadvantages of internet use on mental health and well-being.

Create a fact list with the advantages and disadvantages of internet usage on mental well-being and health.

With young children, you can have each group create a poster with drawings of what's good and bad about the internet and emoticons expressing how they feel about each item listed.

Discuss why it's important to practice self-care.

With young children, you can have each group create a poster with drawings of what they do to practice self-care (e.g., color, play with blocks, ride their bikes, etc.).

Invite each group to share one or more (depending on group sizes) ways the internet can help and harm well-being. Display student comments in class on the board or have them write them on a digital whiteboard that displays in front of the class. Lastly, have each group share ways to promote well-being through self-care and share what they do to take care of themselves other than using screen time (they'll expand on this concept in Chapter 8).

With young children, you can have them discuss their posters with the class and hang them in the classroom, so they have a visual reminder of the importance of taking care of their mental well-being by practicing self-care.

Name_____

Check Your Phone-Use Knowledge

Write your guess beside each question below.

1. How many times per day does the average American touch their phone?
   _____ times per day.

2. The average American checks their phone every _____ to _____
   minutes.

3. The number of smartphones sold worldwide is over _____ billion.

4. The percentage of people who report that they are addicted to their
   phones is _____ %.

5. What percentage of people check their phones within 10 minutes of
   waking up each day? _____ %

Monitoring Frequency

Awareness is key as we consider how we spend our time. This activity is designed to begin creating awareness of the frequency of device use.

Time Required:

In class, 30-45 minutes. Outside of class will vary. The time will be dependent upon the length of time preferred for students to monitor their phone usage (~ 24 hours, five days, one week, two weeks, etc.)

Learning Objectives:

• Create a level of awareness related to phone or device use.

• Track the amount of time spent on the device(s).

• Reflect on technology usage to determine whether or not any changes need to be made.

Supplies:

• Paper

• Template for tracking hours per day/week, phone/device

EDUCATOR'S GUIDE

Monitoring the Frequency of Technology Use

Note: This activity can be adapted based on your group size and the time you would prefer students take to monitor and track their device usage. Also, it can be important to define the device(s) they are monitoring and tracking. For example, would you like students to track only their phone usage or all devices in which they use technology (i.e., personal and academic activities)?

Invite students to guess how many hours they spend per day using their devices.

Assign students to record their guesses on their phones and share them with the instructor. Designate a timeframe for students to track and monitor their activity: one day, a week, a month, etc. Set a deadline for submitting the tracking method. Students will monitor and track their time accordingly.

Pair and share: Once students return to the classroom, pair them together to share their findings.

Ask the entire group to anonymously write their computer usage on the whiteboard by placing an icon or "x" by the number of hours using their device within the timeframe allotted. Note any clusters or patterns based on where the "x's" are placed on the board.

Discuss with the students the group's device usage.

- How did you feel about sharing your device usage with a partner?
- Did you recognize any patterns in your phone/device use?
- As you review the board and everyone's phone/device use, what observations can you make about the frequency of phone/device use?
- How do you feel about the amount of time you spend online?
- If you replace the time you spend online with another activity/activities, how would you prefer to spend this time?
- What did you learn about yourself from this activity? Are you satisfied with your phone/device usage? If yes, what parts can you maintain? If no, what would you like to change? Are there any adaptations or changes you would like to make today? In the future?

Track Time Spent on Your Phone

Name: _____

Time/Days you will spend tracking: ☐ M ☐ T ☐ W ☐ Th ☐ F ☐ S ☐ Su

Deadline:_____

Which device(s): _____

☐ Personal Activities

☐ Academic Activities

Estimated amount of time spent on your phone: _____ HRS _____ MIN

Directions: Break the time you will measure into manageable sections. For example, if monitoring for a week, divide into days; if for a day, divide it into morning, afternoon, and evening.

Portion of Time Monitored	Activities Done	Time Spent on Personal Activities	Time Spent on Academic Activities	Total Time
Saturday morning	Watched videos, checked social media, texted friends, checked email	2 hours	30 minutes	2:30 minutes
	TOTAL			

Take a Break BINGO

Introduce students to this BINGO activity to explore ways they can "disconnect" from technology. Some students may struggle to know what to do and how to spend their time, mainly if so much is spent on devices. The template provides a starting point to investigate some possible activities. The BINGO template can be introduced in a classroom setting at the beginning of the week. The teacher can remind students to engage in activities on the sheet each day. The goal can be to engage in five activities in one week or complete the entire card within an extended period. To encourage participation, students can turn in their sheets for a prize.

This activity can either use a blank BINGO template that students can fill in with ideas discussed. Or to save time, you can use the BINGO sheet with the boxes already filled in and discuss those options.

Time Required:

30-45 minutes

Learning Objectives:

- Generate a list of activities that bring students joy and that they enjoy.
- Identify self-care activities that students are currently practicing and new activities to try.
- Explore activities that reduce or eliminate screen time and enhance students' wellness.

Supplies:

- Take a Break BINGO or Take a Break BINGO Template

B	I	N	G	O
GO FOR A WALK OR BIKE RIDE	SPEND TIME WITH YOUR PET	TEXT OR CALL A FRIEND	SMILE	ENJOY YOUR FAVORITE DRINK
DRAW A PICTURE	WATER PLANTS OR FLOWERS	DO YOGA	PLAY A BOARD GAME	LISTEN TO YOUR FAVORITE MUSIC
TELL SOMEONE YOU CARE ABOUT THAT YOU LOVE THEM	GIVE YOURSELF A HUG	ENJOY YOUR FAVORITE FOOD	LOL: LAUGH OUT LOUD	SPEND TIME WITH FRIENDS AND/OR FAMILY
DRINK WATER	WATCH A MOVIE	ENJOY A HEALTHY SNACK	STRETCH	SING
READ A BOOK	SPEND TIME OUTDOORS	DANCE	CHECK OUT THE STARS, SUNRISE, OR SUNSET	JOURNAL YOUR THOUGHTS

Name: _____

Take a Break BINGO

B	I	N	G	O
GO FOR A WALK OR BIKE RIDE	SPEND TIME WITH YOUR PET	TEXT OR CALL A FRIEND	SMILE	ENJOY YOUR FAVORITE DRINK
DRAW A PICTURE	WATER PLANTS OR FLOWERS	DO YOGA	PLAY A BOARD GAME	LISTEN TO YOUR FAVORITE MUSIC
TELL SOMEONE YOU CARE ABOUT THAT YOU LOVE THEM	GIVE YOURSELF A HUG	ENJOY YOUR FAVORITE FOOD	LOL: LAUGH OUT LOUD	SPEND TIME WITH FRIENDS AND/OR FAMILY
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Name: _____

Take a Break BINGO

B	I	N	G	O

Take a Break BINGO

Ask students how they currently take care of themselves. Ask what activities they engage in without using technology that makes them happy.

Define self-care and highlight the importance of caring for ourselves physically, emotionally, mentally, etc. Invite students to share their definitions of self-care and any healthy strategies they or anyone they know currently practice.

List all the strategies shared on the board.

Hand out one of the BINGO sheets to students (either the one filled out or the blank one for them to complete themselves).

If using the blank template, next invite students to fill in the boxes independently to include activities they would like to engage in that do <u>not</u> involve technology. (5-10 minutes) Share with the students that it is OK if they cannot fill all the boxes.

Encourage students to make their Take a Break Bingo sheet creative, if they would like. For example, they can draw pictures of the activities or write the words artistically.

Engage the entire class in discussion using the following questions/prompts: (20-35 minutes)

If using the sheet with the squares filled in, change the wording below to reference the activities listed on the sheet.

- What is one activity on your list that you would like to share with the group?
- Why is this activity one that you enjoy?
- Connect with a partner, share at least three other activities on your list, then listen to your partner's top choices.
- After talking with your partner, are there other activities you would like to add to your list?

Create the template on the whiteboard and invite students to add and share their activities so that all squares are filled.

Invite the class to play "Take a Break BINGO." Play like standard BINGO, calling out an activity along with a letter. For example, "'B' Draw a picture," or "'G' Spend time with your pet."

Conclusion: Encourage students to engage in as many activities on the BINGO card as possible during a designated timeframe. Also, encourage students to invite their parents, siblings, friends, neighbors, community members, etc., to join in the activities together or participate using their cards to compare later.

B	I	N	G	O
GO FOR A WALK OR BIKE RIDE	SPEND TIME WITH YOUR PET	TEXT OR CALL A FRIEND	SMILE	ENJOY YOUR FAVORITE DRINK
DRAW A PICTURE	WATER PLANTS OR FLOWERS	DO YOGA	PLAY A BOARD GAME	LISTEN TO YOUR FAVORITE MUSIC
TELL SOMEONE YOU CARE ABOUT THAT YOU LOVE THEM	GIVE YOURSELF A HUG	ENJOY YOUR FAVORITE FOOD	LOL: LAUGH OUT LOUD	SPEND TIME WITH FRIENDS AND/OR FAMILY
DRINK WATER	WATCH A MOVIE	ENJOY A HEALTHY SNACK	STRETCH	SING
READ A BOOK	SPEND TIME OUTDOORS	DANCE	CHECK OUT THE STARS, SUNRISE, OR SUNSET	JOURNAL YOUR THOUGHTS

5 Senses: Pause and Connect
with Your Senses

One of the ways we can "take a break" and slow the pace is by getting in touch with our senses and becoming more aware of our present state and surroundings. This activity is designed as a "grounding" exercise to center our attention on how we feel in our bodies, particularly during a challenging, stressful situation or moment. By being aware of their surroundings, students can begin to "pause" and leave space to think before they react to a situation. Students may become more aware of their mind-body connection and come back to this exercise as needed.

Time Required:

25-35 minutes

Learning Objectives:

- Identify the 5 senses and create a heightened level of awareness about oneself, others, and an individual's surroundings.
- Explore ways to use the 5 senses to create space or the "pause" before reacting too quickly in a situation.
- Develop a calming strategy using our 5 senses to utilize if and when students feel stressed and overwhelmed.

Supplies:

- Find Your Calm Place Through Your Five Senses Worksheet
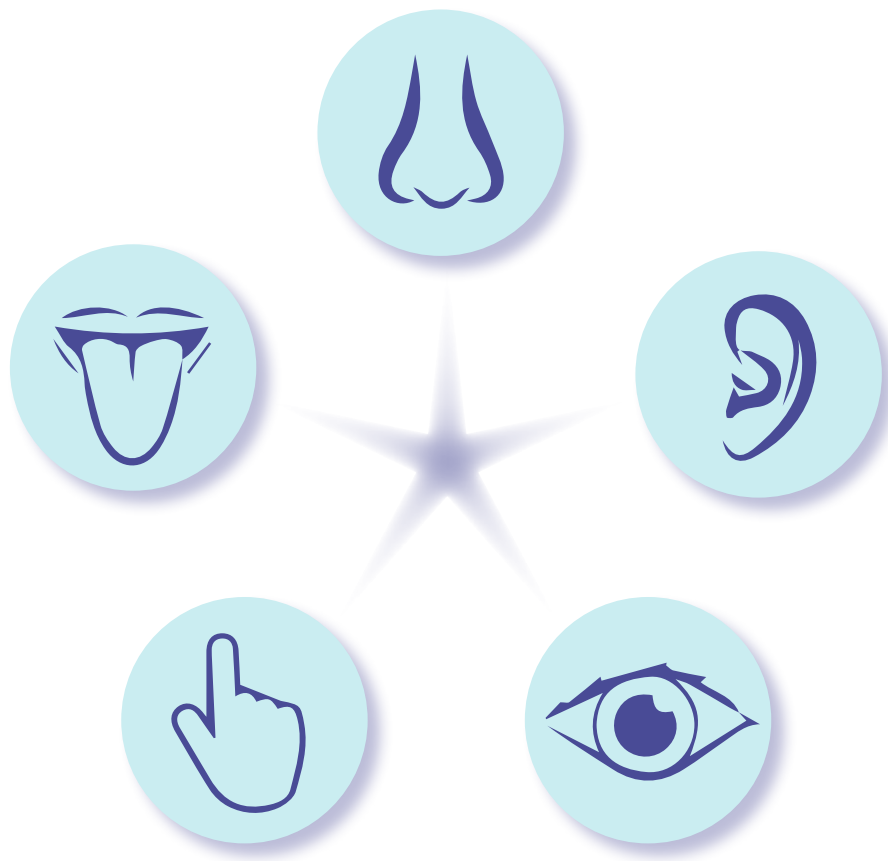
Name: _____

Find Your Calm Place Through Your Five Senses

Smell	What are some of your favorite scents?
Taste	What are some of your favorite foods?
Touch	What textures do you like to touch?
Sight	Look around you. What 3 items do you see and notice that stand out to you?
Hear	Pause and listen. What are 3 things you hear around you? Either internally in your body or in your surroundings.

Find Your Calm Place
Through Your Five Senses

Note: The activity can be adapted for different age groups, depending on the size and developmental stage of the individual child or group.

Introduce the activity by sharing the importance of self-care and recognizing how their body reacts and responds in various situations. Share how we need to be aware and pay attention to how we feel and respond in positive and negative scenarios.

When we do not stop and think before responding, we may inadvertently or accidentally respond in a way that does not align with our values or in an inappropriate manner. Some emotions can take over and an unintended response may occur. Creating space to think and consider possible reactions and responses before acting too quickly can make a huge impact and/or difference. Identifying a place of calm can also be helpful.

Engage the group by discussing the following prompts:

- Invite students to consider how their body feels when engaging in an activity they love and enjoy (i.e., playing a sport, hobby, watching a favorite show or movie).
- Compare and contrast how their body reacts and feels when they engage in an activity that creates discomfort or that they do not want to be doing (i.e., lots of homework, eating a food they do not enjoy).
- Share the five senses or invite students to recall the five senses in a large group.

Hand out the worksheet. Invite students to review the five senses and respond to the question beside each.

Encourage students to be as creative as they wish. They can draw a picture, create a bullet journal, grab an image from a magazine or picture from their phone (for older students), etc.

Ask students to discuss the following questions in small groups or as a class:

- What were your responses to the questions on the sheet?
- How can you utilize your senses to reduce stress?
- What would a calm place look like for you?

Remind students that they determine whether or not to come to this calm place and tune into their senses. They have the ownership and agency to do so. Empowering students to recognize their own "power" and ability to control their emotions can be extremely helpful in this period of development and as they move into various stages of adulthood.

Conclusion: Discuss with the class the following reflection questions:

- What have you learned about how you can be in-tune with your senses?
- Which sense is most prominent for you?
- How can you use your senses in the future to reduce anxiety and stress in your life?
- Who can you connect with to remind you about your senses and help you think before you react or respond too quickly?
- How do you know when to "pause?" What happens in your mind and body that gives clues that it's time to stop, pause, and/or reflect?

Jar of Judgments and Assumptions

Students will begin to consider their assumptions and the ways they may judge others and themselves on social media. This is because there are so many images, videos, posts, etc., students are engaging in each day. This activity will create an opportunity for students to reflect on what they are learning and doing online, as well as to check their assumptions about how they perceive their peers are engaging online.

Time Required:

30-45 minutes

Learning Objectives:

• Investigate and determine your assumptions about using technology.

• Identify potential judgments that are intended or unintended based on these assumptions.

• Reflect on who and why students "follow" specific topics or people on social media.

• Identify the assumptions we make about individuals, including influencers, based on how they represent their online presence.

Supplies:

• Jar

• Strips of paper

• Writing utensils

Jar of Judgments and Assumptions

Introduce the topic and display the empty jar on the table for students to see.

Define the terms assumptions and judgments as a large group. Ask what we mean when we say, "consider our assumptions?" What are judgments? A quick Google search reveals the following definitions:

- Assumption: a thing that is accepted as true or as certain to happen without proof
- Judgment: the ability to make considered decisions or come to sensible conclusions

Invite students to write the following down on a strip of paper:

- The name of a website, YouTube channel, etc., that they follow
- Who they consider the biggest influencer(s) today (online presence or otherwise)

Instruct students to place the pieces of paper in the jar when they are finished responding.

Pass the jar around the classroom and ask each student to select a piece of paper from the jar.

Invite students to share the responses on their papers.

Discuss as a group the following:

- What did you notice about the listed names, websites, channels, platforms, etc.?
- Do you agree or disagree with any of the information you heard or read?
- Why do you think these sites or people are influencers?
- What assumptions and judgment calls are made about these sites and/or people based on their online social media profiles and presence?

Ask students to write down responses to the following questions independently to assess assumptions:

- What do you think your peers are doing online?
- What are your assumptions about their technology use?
- What do you think about what they are posting?

Ask students to write down responses to the following questions independently to assess judgment:

Peer-to-Peer Judgments and Assumptions

- Do you think your peers judge or make assumptions about you based on what you post and share online? If so, how do you think they view you?
- Are these assumptions accurate? If so, why? If not, what is faulty about these assumptions?

Adult Judgements and Assumptions

- What do you think adults assume about how youth utilize technology?
- Are these assumptions accurate? If so, why? If not, what is faulty about these assumptions?

Conclusion: Share with students that there can be influencers who share a variety of information through the internet, spreading positivity, and others who share negative messages. Some influencers are advocating and making our world a better place. Encourage students to identify influencers who support their growth and promote a healthy lifestyle.

Name_____

Strategies for Addressing Personal Assumptions

How can we catch ourselves when we make an assumption about someone or something we are viewing online or in person? Take the next few moments to write down a time when you made an assumption about someone. This person could be a friend or a celebrity, teacher, parent, coach, etc. Reflect on whether your initial assumption was correct or not.

What are assumption did you make?

_____

_____

_____

What led to your making this assumption?

_____

_____

_____

What information did you use to make the assumption?

_____

_____

_____

Was your assumption correct?

_____

_____

_____

How did this assumption impact your behavior toward the person or situation?

_____

_____

_____

If and how would you change your assumption about this person or situation if you had more information?

_____

_____

_____

Name_____

Journal Your Thoughts and Reflections

JOURNAL PROMPTS	THOUGHTS & REFLECTIONS
What assumptions do you have about technology and youth? (i.e., I miss out on information if I am not constantly online).	
Are there some truths to the assumptions?	
What would you like adults, teachers, students, coaches, etc. to know about how you feel about technology?	
How can you practice checking your assumptions when making decisions and engaging with people, technology, and information?	
List examples and actions you can take to check your assumptions.	

Glossary

Artificial Intelligence (AI) occurs when a computer system performs tasks that typically require human intelligence.

Augmented Reality (AR) is an interactive experience that combines the real world with computer-generated content.

Catphishing occurs when a person fraudulently creates a fictional persona or fake identity on a social media network to deceive another.

Chatbots is a computer program simulated to engage in conversations with humans.

Cookies are small pieces of data stored within a browser that collects information about the user and their browsing history.

Copyright is one's intellectual property that protects authorship.

Copyright infringement occurs when copyrighted material is reproduced, distributed, performed, publicly displayed, or made into a derivative work without the copyright owner's permission.

Cyberbullying occurs when using electronic devices to repetitively share hurtful and untrue information about another person online.

Cybercrime is criminal activity carried out on a computer or networked device.

The **Dark Web** is a secretive collective of internet sites only accessible through a special web browser.

Digital Citizenship is the sum of our online behaviors and decisions that impact self, others, and community.

A **Digital Footprint** is the trail of information left behind as we build an online presence and spent time on the internet over time.

Electronic aggression, according to the CDC, is "any type of harassment or bullying that occurs through email, a chat room, instant messaging, a website (including blogs), or text messaging."

Ethical Principles online are rules and regulations an internet user must abide by.

Extended Reality (XR) shorthand for augmented reality, visual reality, and mixed reality.

Fair Use is the permitting of unlicensed use of copyrighted materials.

Geolocation is the means of using technology to identify and track the location of a device.

Hacking is unauthorized access to a computer system or network.

A **Hoax Threat** is an untrue threat intended to trick the recipient into believing a negative outcome will occur.

Humanoid refers to a robot resembling a human form.

Internet Addiction, also known as Problematic Internet Use (PIU), is the excessive use of the internet leading to adverse outcomes.

Internet Feeds are data formats used for providing users with frequently updated content.

Internet Privacy is the freedom of, or lack of intrusion into, online information.

Internet Protocol (IP) Address is the unique identifying number attached to a known device. An IP address reveals the location of the device when it's connected to the internet. The IP address also reveals what types of sites have been visited.

Identity Theft, also known as identity fraud, occurs when someone uses another person's information, such as name and identity number, without permission.

Malware is software stored on a user's device without their consent that performs actions such as stealing personal information.

Online Identity, also known as internet persona, is the sum of information we share and leave behind when we are online.

An **Online Forum** is an online discussion site where people can hold conversations in the form of posted messages.

Online Presence is any existence of an individual, business, or organization that can be found via an online search. It may include how you are represented on the internet, including personal details, pictures, videos, etc.

Online Reputation is an accumulated perception resulting from online behaviors, such as content a user promotes, likes, and shares while on the internet.

Personally Identifiable Data (PII) is information that could be used to identify a person, such as a physical address, date of birth, email address, phone number, social security number, driver's license number, picture, video, or audio file that contains a person's image or voice.

Phishing is the act of sending messages in an attempt to trick you into providing your sensitive information to scammers.

Piracy is the unauthorized use or reproduction of another's protected work.

Problematic Internet Use (PIU), also known as internet addiction, is defined as the excessive use of the internet which leads to adverse outcomes.

Sexting is sending, receiving, or forwarding sexual messages through technology.

Sextortion is threatening to release private information unless you provide personal information such as a sexual photo, sexual favors, or money.

Sharenting is when parents share too much information about their child online.

Stakeholders are either individuals or groups or organizations that are impacted by the outcome of a project or a business venture, such as those affected by one's online presence.

**Total Internet Traffic** is the net flow of data within the entire internet.

Two-Factor Authentication (2FA) is an additional security method that requires two forms of identification to access information, often with an email or text sent to the user's device to verify.

Virtual Reality (VR) is the use of computer technology to create environments, scenes, and objects that appear to be real.
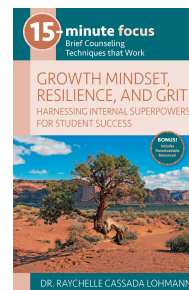
15-minute focus
Brief Counseling
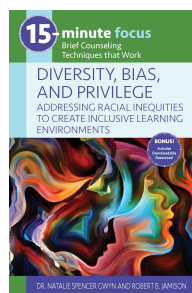Techniques that Work

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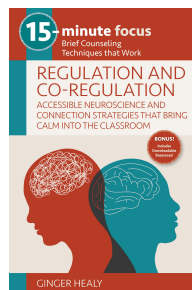
REGULATION AND CO-REGULATION
**Accessible Neuroscience and Connection
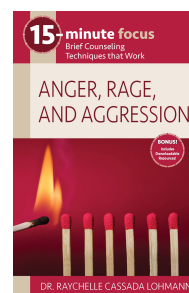Strategies that Bring Calm into the Classroom**

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**Harnessing Internal Superpowers
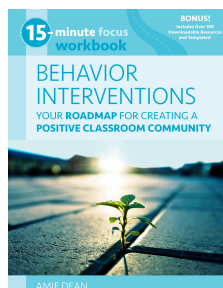for Student Success**

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**Addressing Racial Inequities to Create Inclusive
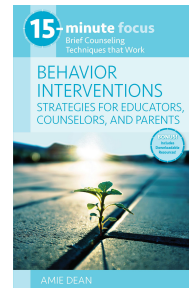Learning Environments**

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BEHAVIOR INTERVENTIONS WORKBOOK
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Amie Dean

BEHAVIOR INTERVENTIONS
**Strategies for Educators, Counselors,
and Parents**

Amie Dean

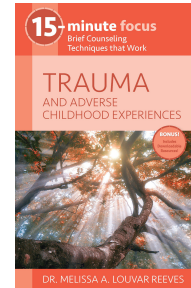## 15minutefocusseries.com
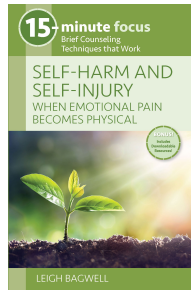
SELF-HARM AND SELF-INJURY
When Emotional Pain Becomes Physical
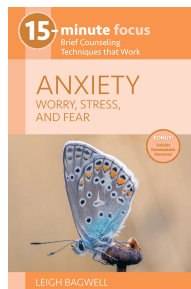
Dr. Leigh Bagwell
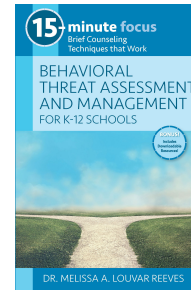
BEHAVIORAL THREAT ASSESSMENT
AND MANAGEMENT
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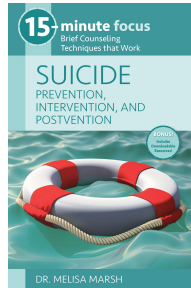
SUICIDE
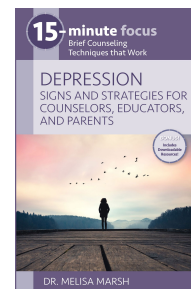**Prevention, Intervention, and Postvention**
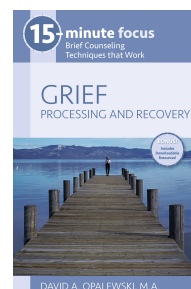
Dr. Melisa Marsh

TRAUMA
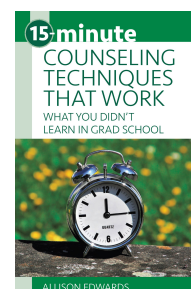**and Adverse Childhood Experiences**

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Educators, and Parents

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Processing and Recovery

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Allison Edwards