INTERED

WP 4.2 Skeleton of lesson plans for Interdisciplinary Pedagogical Micro-Units (IPUs) in each area of study along with technological tools to be incorporated

Lesson Plan Template

Lesson Plan Components

Lesson Topic	***The impact of technology on health and wellbeing*** *This lesson aims to develop students' ability to analyze how digital technologies influence their daily lives and well-being. Students will investigate persuasive design features in social media platforms—tools intentionally designed to capture and maintain user attention—and analyze their impact on user behavior and emotions. They will also examine how gaming habits affect health and well-being, focusing on sleep and overall lifestyle.*
Phenomenon	"I feel tired but I can't stop scrolling" – More and more teenagers report feeling anxious, distracted, or even lonely after spending hours on their phones. Videos go viral about gaming addiction, and the pressure to look perfect online. At the same time, fitness apps and smartwatches claim to help us stay healthy. So, is technology helping us—or hurting us?
Grade Level	Middle school (13-15 years old)
Learning Objectives	Students will: 1. identify persuasive design features used in social media platforms and describe how they influence user behavior or emotions. 2. explain how gaming can affect health and well-being, using information from articles.
Learning Outcomes	By the end of the lesson, students will: 1. identify at least two persuasive design features, show where they appear in social media, and explain their impact on user behavior or emotions. 2. identify key points from a short article on gaming and health or gaming and sleep, explaining how gaming can affect student well-being.
Subjects Integrated	Media Literacy, Health Education, Civic Education, Language and Literacy

Lesson Materials	• Projector, tablets/computers, internet access • Activity 1: Worksheet 1, Poster paper, Markers, Word Wall • Activity 2: Worksheet 2a & 2b • Closing - Assessment: Mentimenter (https://www.mentimeter.com/) or paper and pens, paper for exit cards *Note: Activity 2 requires a computer or tablet for each group.
Prerequisite Skills	• Some familiarity with using apps, social media platforms, or online games. • Participation in small group discussions • Some familiarity with reading online articles and identify key ideas
Seating Arrangements	A combination of pairs, groups of 3-4, and whole class
Lesson Time	80 minutes
Student Assessment	Formative and summative.

Teaching procedure

Introduction (5 Minutes)	Teacher will start with the Phenomenon prompt which can be written on the board or project the phrase: *"I feel tired but I can't stop scrolling."* The teacher asks students the following questions and a classroom discussion is followed: • *Have you ever felt this way?* • *What do you think causes it?* • *Can technology affect our mood, sleep or focus?* During the discussion, the teacher should encourage students to use key terms such as "persuasive design features", "scrolling," "notifications," "like button," and "sharing'' as examples of persuasive design features commonly used in social media platforms. These terms can be written on the wall *'word wall'* as a reference, since they will be important for the upcoming activities. The teacher writes the term *"persuasive design features"* on the whiteboard and explains that their goal is not just to function but to persuade you to spend more time, interact more, and return frequently.
Activity 1 (25 Minutes)Lesson objective 1	Tell students: *"Class, you are going on a mission to explore how social media platforms use persuasive design features to keep users engaged. You will work in groups and receive screenshots from popular apps to investigate these features and their potential effects on users."* Assign students to groups of 3–4 and give each member a role: 1. Impact Analyst: Leads the discussion about how the chosen feature influences user behavior and emotions. 2. Recorder: Writes key points and organizes notes. 3. Reporter: Summarizes findings to share with the class. 4. Timekeeper: Monitors time to ensure the task is completed within the allocated period. Remind students that they can use the *"word wall"* as a reference while working. Distribute Worksheet 1 with screenshots and instructions to each team. Give them 15 minutes to finish their analysis. Display a digital timer (https://www.online-stopwatch.com/countdown-timer/) on the projector so that they self-manage their time.

A whole-class discussion follows, during which each team shares its answers. The teacher asks clarification questions and compares responses across teams. The teacher records each group's answers on the whiteboard so that all students can see them and then says: *"Let's summarize together the main conclusions from this activity."*

Activity 2 (30 Minutes)Lesson objective 2

Tell students: *"Class, you will explore how gaming affects health and well-being."*

The teacher divides students into "expert groups," each focusing on one of the following areas and provides them with a relevant article to read:
a)Video Games and Sleep
b)Gaming and Health

Assign students to groups of 3–4 and give each member a role:
1. Recorder: Writes down key points and answers on Worksheet 2 while listening to all group members.
2. Discussion Leader: Keeps the group focused, ensures everyone participates, and guides the discussion using the guiding questions.
3. Reporter: Presents the group's answers to the whole class during the discussion.
4. Timekeeper: Monitors the time to ensure the task is completed within 20 minutes.

Each group reads its assigned article and answers the questions provided in Worksheet 2. Ask students if they have any questions before starting. If not, distribute Worksheet 2a to the groups working on the topic "Video Games and Sleep" and Worksheet 2b to the groups working on the topic "Gaming and Health." Both worksheets include the article website and two guiding questions. Tell students they have 20 minutes to complete the task.

Display a digital timer (https://www.online-stopwatch.com/countdown-timer/) on the projector so that they self-manage their time. A whole-class discussion follows, during which each team shares its answers. The teacher asks clarification questions and compares responses across teams. The teacher records each group's answers on the whiteboard so that all students can see them and then says: *"Let's summarize together the main conclusions from this activity."*

The teacher adds new words and phrases to the existing *"word wall"* such as *well-being, emotions, habits, mental arousal, blue light, circadian rhythm, sleep quality, insomnia, depression, anxiety, and gaming disorder.* These terms are discussed with students, as they may be unfamiliar.

A PowerPoint slide (see appendix) can also be used to project some of those terms for easier reference.

Closing (20 minutes) Assessment

The teacher asks students to revisit their answers and the main conclusions from activity 1.
-**Peer review**: Each group exchanges its worksheet with another group
-**Individual reflection**: Each student writes down:
  • One feature they learned from another group's work
  • One question they still have about the topic
-**Peer response**: The teacher selects some of the questions (as some of them might be the same) and invites other groups to respond before offering additional clarifications.

Teacher asks students *"In a paragraph of 200 words, explain one way technology (social media or gaming) can affect student well-being, using at least three of the words from the "word wall."* The teacher collects responses in paper (exit card).

Teacher Tips

Follow-up project: Encourage students to design a questionnaire as a follow-up project. They could work in small teams to develop simple, clear questions about screen time, gaming, and social media use, then collect and analyze responses from classmates or other students. Their findings can be summarized in posters, short reports, or infographics (using tools such as Google Forms, Canva, or Excel). This project builds skills in question design, ethical data collection, and data analysis. Encourage older students to compare their results with official statistics and write short opinion pieces on balancing technology and health.

Enrichment Activity: Discuss with students why ethical data collection is important (e.g., anonymity, avoiding sensitive personal information). This introduces research ethics in a simple, age-appropriate way and reinforces digital citizenship concepts.

Worksheet 1

Student Names: _____Date: _____

1) Examine with your group the following screenshots of specific apps/social media platforms and identify at least two persuasive design techniques.

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2. Discuss how each feature works and how it may affect users' behavior or emotions. Use the table below to organize your ideas.

Persuasive Design Feature	What is it designed to do?	How might the feature influence user behavior or emotions?

Screenshots: * The screenshots were generated by ChatGPT specifically for the purposes of this activity.
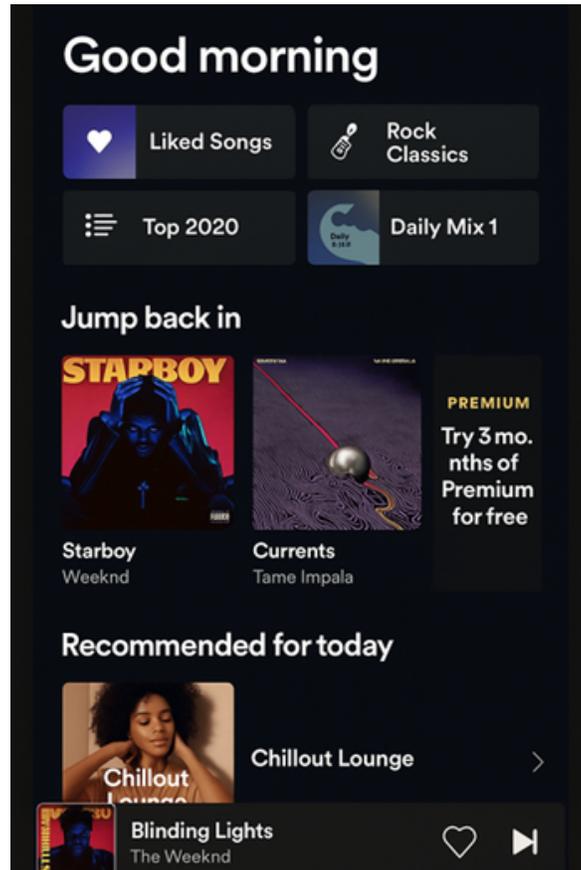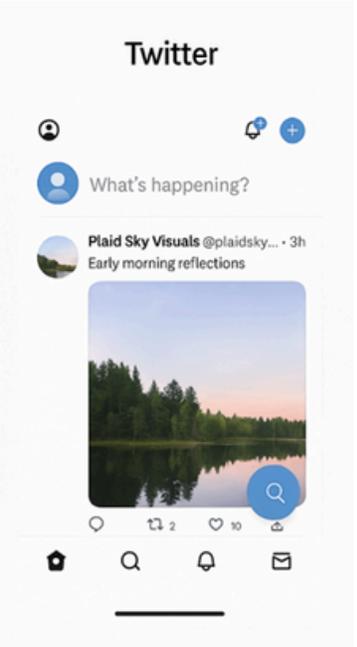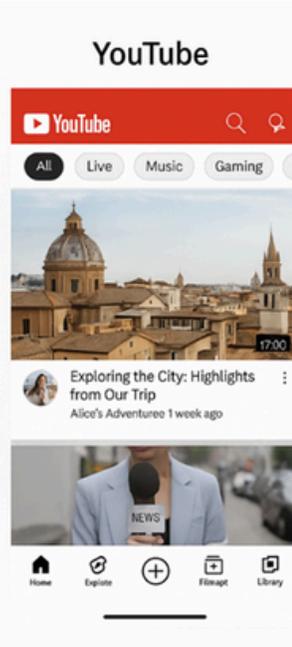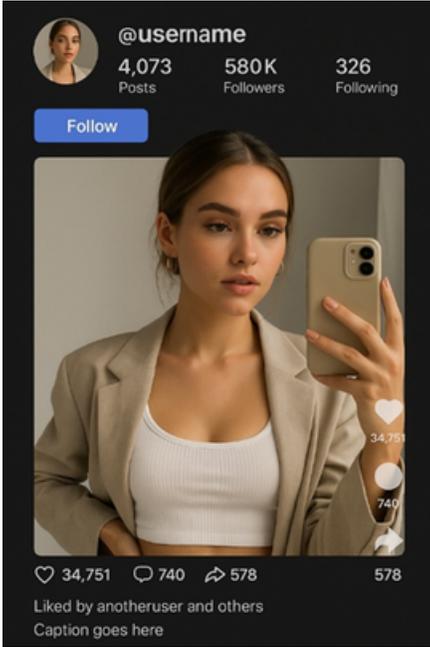
Student Names: _____ Date: _____

Read the following article https://sleepopolis.com/news/video-games-and-sleep/ and answer to the questions with your team:

a) What surprised you most from the article?

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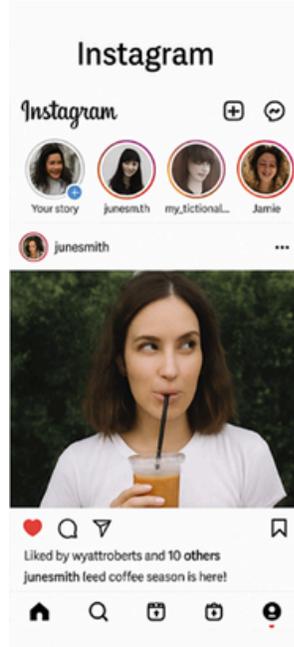
b) The article explains how gaming before bedtime can make it harder to sleep well. Why do you think good sleep is important for teenagers like you? What is one realistic change you could make to your gaming routine to improve your sleep, and how could your family and friends help you stick to it?

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Student Names: _____ Date: _____

Read the following article https://www.health.harvard.edu/blog/the-health-effects-of-too-much-gaming-2020122221645 and answer to the questions with your team:

a) What surprised you most from the article?

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b) The article mentions that too much gaming can affect mood, posture, vision, and physical activity. Choose one of these health effects and explain why it matters for teenagers. What is one thing you, your friends, and your school could do to help reduce this problem?

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<u>For Activity 2:</u>

Keywords

1. Well-being:
How healthy, happy, and comfortable someone feels in their life, including their body, mind, and emotions.
2. Mental Arousal:
When the brain is very active and alert, often making it harder to relax or fall asleep.
3. Blue Light:
A type of light given off by phones, tablets, and computer screens that can affect how easily you fall asleep.
4. Circadian Rhythm:
Your body's natural clock that controls when you feel awake and when you feel sleepy during the day and night.
5. Insomnia:
Trouble falling asleep, staying asleep, or getting good-quality sleep.
6. Depression:
A strong feeling of sadness or loss of interest that lasts a long time and affects daily life.
7. Gaming Disorder:
When someone plays video games so much that it harms their school, social life, health, or daily routines.