



9-12 Mental Health & Digital Well-Being — Weekly Student Pack

NAME	DATE	CLASS / PERIOD
_____	_____	_____

What you'll learn this week

A five-session unit grounded in current APA / Surgeon General guidance on adolescent screen use. Students study how algorithmic feeds work, run a 48-hour personal use audit, study the science of sleep + screens, and design a personal digital-wellbeing protocol they actually intend to keep — not the teacher's protocol, theirs. Ends with a parent/caregiver one-pager.

My goals for the week

- Session 1: I can explain how an algorithmic feed selects content and identify two ways that selection shapes mood.
- Session 2: I can audit their own 48-hour app use and surface one pattern that surprises them.
- Session 3: I can summarize the documented relationship between late-night screen use and sleep quality.
- Session 4: I can draft a personal 7-day digital-wellbeing protocol with three rules and one trigger plan for each.
- Session 5: I can write a one-page caregiver letter explaining their protocol and one specific support request.



Session 1

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TODAY'S GOAL

I can explain how an algorithmic feed selects content and identify two ways that selection shapes mood.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: "Open your most-used app. Look at the first 5 things in your feed. Are these in time order? If not — who..."
2. Lesson: Recommendation algorithms optimize for engagement (time + reactions), not happiness. Walk through the loop:...
3. Practice together: Pairs map their own most-used app's loop on a half-page diagram.
4. Practice on my own: One paragraph: "The kind of content my feed serves more of when I am tired/sad/angry is ____."
5. Exit ticket: Sentence stem: "My feed is designed to ____, not to ____."

MY PRACTICE — SHOW YOUR WORK

EXIT TICKET — before you leave today

Prompt: Sentence stem: "My feed is designed to ____, not to ____."



Session 2

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TODAY'S GOAL

I can audit their own 48-hour app use and surface one pattern that surprises them.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: Anonymized prediction: write your guess for total screen time yesterday. Fold and pass to teacher.
2. Lesson: Walk through how to find the 24-hour and 7-day breakdown by app on iOS Screen Time / Android Digital...
3. Practice together: Pairs run the audit on yesterday + day before; record top 3 apps + total minutes + first-pickup time.
4. Practice on my own: Reveal teacher's tally of the prediction-vs-actual gap. Each student writes one sentence about the gap.
5. Exit ticket: Sticky note (anonymous) of one surprise. Cluster on the board.

MY PRACTICE — SHOW YOUR WORK

EXIT TICKET — before you leave today

Prompt: Sticky note (anonymous) of one surprise. Cluster on the board.



Session 3

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TODAY'S GOAL

I can summarize the documented relationship between late-night screen use and sleep quality.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: Two-question survey: hours slept last night, time of last screen use. Anonymous tally on board.
2. Lesson: Three mechanisms: blue light delays melatonin; arousing content delays sleep onset; variable-reward apps...
3. Practice together: Triads match 6 statements to one of the three mechanisms.
4. Practice on my own: Half-page: "For me personally, the strongest of the three mechanisms is probably ___ because ___."
5. Exit ticket: Sentence stem: "If I changed one thing about my pre-sleep screen use, the smallest realistic change would be..."

MY PRACTICE — SHOW YOUR WORK

Session 3 (continued)

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EXIT TICKET — before you leave today

Prompt: Sentence stem: "If I changed one thing about my pre-sleep screen use, the smallest realistic change would be ____."



Session 4

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TODAY'S GOAL

I can draft a personal 7-day digital-wellbeing protocol with three rules and one trigger plan for each.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: Read aloud a real public protocol from a known athlete or writer (15 seconds). "What makes this work?"
2. Lesson: Three-column logic: rule + trigger plan (what I do when the urge hits) + fallback (what I do when the...)
3. Practice together: Pairs draft v1; peer-critique using two tests: 'Is each rule small enough to keep for 7 days?' and 'Is the...'
4. Practice on my own: Final v1 — signed and dated.
5. Exit ticket: Two volunteers share one rule + trigger plan. Class names what makes it realistic.

MY PRACTICE — SHOW YOUR WORK

EXIT TICKET — before you leave today

Prompt: Two volunteers share one rule + trigger plan. Class names what makes it realistic.



Session 5

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TODAY'S GOAL

I can write a one-page caregiver letter explaining their protocol and one specific support request.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: "You're going to ask the people who pay the wifi bill for support. What goes in the ask?"
2. Lesson: Letter structure: what I learned, my protocol, why it matters to me, the one specific support I'm asking for...
3. Practice together: Pairs draft; peer-critique using one rule: 'Is your ask specific enough that they'd know whether they did it?'
4. Practice on my own: Final letter, ready to take home.
5. Exit ticket: Whip-around: one student names what they're proudest of in their letter.

MY PRACTICE — SHOW YOUR WORK

EXIT TICKET — before you leave today

Prompt: Whip-around: one student names what they're proudest of in their letter.



My Week — Reflection

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How did it go?

One thing I'm proud I learned this week:

One thing that was tricky for me:

A question I still have:

How I'd rate my effort this week (1–5) and why:
