

## **Sealed On Their Screens curriculum**

The **Sealed On Their Screens** curriculum is a unique educational program designed to help students develop healthy social media habits. The program is focused on teaching students how to navigate and use digital technologies responsibly and effectively, while also promoting creativity and innovation.

Through a combination of hands-on activities, group discussions, and online learning modules, students are taught how to identify reliable sources of information, evaluate the credibility of online content, and use digital tools to create and share their content. The curriculum also emphasizes the importance of online safety, privacy, and security, and teaches students how to protect themselves and others from online threats.

Overall, the Sealed On Their Screens curriculum is an essential tool for preparing students for the digital age, equipping them with the knowledge they need to succeed in a rapidly changing social media sphere.

### **Module Instructional Design**

## Week 1 Module - Social Media's Impact on Wellbeing

1. Module Information	
1a. Developers/Instructors:	Olola Toyosi
1b. Module Title/Topic:	Social Media's Impact on Wellbeing
1c. Placement within Curriculum	Week 1 of 4-week "Sealed On Their Screens" curriculum
1d. Audience:	High school students, grades 9-12
1e. Standards:	<ul style="list-style-type: none"><li>· Analyze the positive and negative impacts of technology on wellbeing (Health Education)</li><li>· Evaluate authors' claims and reasoning in texts (Beyond Swipe: A youth guide to beating social media addiction); analyze two or more texts addressing the same topic (ELA)</li></ul>
1f. Prerequisites:	None
1g. Context:	3 day module, 50 minute classes, differentiated instruction provided
2. Synopsis/Purpose of Module	

2a. Essential Question:	How does social media usage impact teenage wellbeing?
2b. Objectives:	<ul style="list-style-type: none"> <li>· Students will analyze research on links between social media and mental health</li> <li>· Students will reflect on their personal social media habits and impacts</li> <li>· Students will identify triggers for negative social media experiences</li> </ul>
3. Instructional Process	
3a. Materials:	<ul style="list-style-type: none"> <li>· Computers with internet access</li> <li>· Social media usage tracking worksheet</li> <li>· Readings on social media's impacts</li> </ul>
3b. Procedures:	<ul style="list-style-type: none"> <li>· Have students track social media usage for homework</li> <li>· Class discussion on tracking results</li> <li>· Lecture on social media's links to anxiety/depression</li> <li>· Small group text analysis activities</li> <li>· Reflection writing on social comparison triggers</li> </ul>
3c. Formative Assessment:	<ul style="list-style-type: none"> <li>· Class discussion engagement</li> <li>· Small group work participation</li> </ul>
3d. Summative Assessment:	<ul style="list-style-type: none"> <li>· Social media tracking reflection paper</li> </ul>
3e. Differentiated Instruction:	<ul style="list-style-type: none"> <li>· Text reading groups by ability</li> <li>· Independent reading texts offered</li> <li>· Choice of reflection format (essay, poem, etc)</li> </ul>

3f. Alternate Plans:	<ul style="list-style-type: none"> <li>· Pair pre-recorded lectures with in-class discussions</li> <li>· Use social media example case studies</li> </ul>
4. Reflection	<ul style="list-style-type: none"> <li>· Provide more class time for text reading/analysis</li> <li>· Survey students on easiest/hardest reflections</li> </ul>

## Week 2 Module - Cultivating Healthy Tech Habits

1. Module Information	
1a. Developers/Instructors:	Olola Toyosi
1b. Module Title/Topic:	Cultivating Healthy Tech Habits
1c. Placement within Curriculum:	Week 2 of 4-week "Sealed On Their Screens" curriculum
1d. Audience:	High school students, grades 9-12
1e. Standards:	<ul style="list-style-type: none"> <li>· Demonstrate ability to set goals, monitor progress, and exhibit self-control (SEL)</li> <li>· Write informative texts examining and conveying experiences (ELA)</li> </ul>
1f. Prerequisites:	Week 1 module
1g. Context:	Context: 3 day module, 50 minute classes, differentiated instruction provided
2. Synopsis/Purpose of Module	
2a. Essential Question:	How can I develop healthier social media habits aligned with my values?

2b. Objectives:	<ul style="list-style-type: none"> <li>· Students will set guidelines for social media use based on personal values</li> <li>· Students will practice monitoring social media behaviors</li> <li>· Students will identify problematic overuse signs</li> </ul>
3 Instructional Process	
3a. Materials:	<ul style="list-style-type: none"> <li>· Personal values worksheet</li> <li>· Social media behavior tracking log</li> <li>· Problematic usage scenarios</li> </ul>
3b. Procedures:	<ul style="list-style-type: none"> <li>· Identifying core values activity</li> <li>· Drafting social media guidelines aligned to values</li> <li>· Tracking social media behaviors for homework</li> <li>· Discussing overuse scenario examples</li> <li>· Writing reflective narrative on experience</li> </ul>
3c. Formative Assessment:	<ul style="list-style-type: none"> <li>· Values worksheet completion</li> <li>· Participation in discussions</li> </ul>
3d. Summative Assessment:	<ul style="list-style-type: none"> <li>· Social media behavior tracking reflection</li> </ul>
3e. Differentiated Instruction:	<ul style="list-style-type: none"> <li>· Customizable tracking logs</li> <li>· Choice of reflective writing format</li> <li>· Conferencing with struggling students</li> </ul>
3f. Alternate Plans:	<ul style="list-style-type: none"> <li>· Virtual values card sort</li> <li>· Discuss social media personas vs real self</li> </ul>
4 Reflection	<ul style="list-style-type: none"> <li>· Provide exemplar reflections</li> <li>· Check-in on student progress mid-week</li> </ul>

## Week 3 Module - Achieving Tech-Life Balance

1. Module Information	
1a. Developers/Instructors:	·
1b. Module Title/Topic:	· Achieving Tech-Life Balance
1c. Placement within Curriculum:	Week 3 of 4-week "Sealed On Their Screens" curriculum
1d. Audience:	· High school students, grades 9-12
1e. Standards:	· Demonstrate self-discipline and self-management skills (SEL)  · Engage in collaborative discussion and decision-making (ELA Speaking & Listening)
1f. Prerequisites:	· Weeks 1-2
1g. Context:	· 3 day module, 30 minute classes, differentiated instruction provided
2. Synopsis/Purpose of Module	
2a. Essential Question:	· How can I achieve better tech-life balance aligned with my goals?
2b. Objectives:	· Students will identify enriching interests beyond social media  · Students will develop plans to direct energy toward goals  · Students will share solutions and hold each other accountable
3. Instructional Process	
3a. Materials:	· Interest brainstorming worksheet  · Goal-setting template

	<ul style="list-style-type: none"> <li>· Accountability partner contract</li> </ul>
3b. Procedures:	<ul style="list-style-type: none"> <li>· Brainstorming interests and passions</li> <li>· Setting 1-month tech-life balance goal</li> <li>· Finding accountability partner</li> <li>· Checking-in weekly toward goals</li> <li>· Group solution brainstorming</li> </ul>
3c. Formative Assessment:	<ul style="list-style-type: none"> <li>· Goal setting conference</li> <li>· Participation in brainstorming</li> </ul>
3d. Summative Assessment:	<ul style="list-style-type: none"> <li>· 1-month goal reflection</li> </ul>
3e. Differentiated Instruction:	<ul style="list-style-type: none"> <li>· Extra goal setting examples/mentoring</li> <li>· Flexible group roles based on strengths</li> <li>· Visual goal templates</li> </ul>
3f. Alternate Plans:	<ul style="list-style-type: none"> <li>· Virtual vision board creation</li> <li>· Guest speaker on work-life balance</li> </ul>
4. Reflection	<ul style="list-style-type: none"> <li>· Provide communication skills coaching</li> <li>· Survey students on most impactful activities</li> </ul>
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<b>Week 4 Module - Review and Assessment</b>	
1. Module Information	
1a. Developers/Instructors:	Olola Toyosi
1b. Module Title/Topic:	Review and Assessment
1c. Placement within Curriculum:	Week 4 of 4-week "Sealed On Their Screens" curriculum

1d. Audience:	High school students, grades 9-12
1e. Standards:	<ul style="list-style-type: none"> <li>· Demonstrate effective verbal and nonverbal communication skills (ELA)</li> <li>· Construct meaning and transfer learnings to new contexts (SEL)</li> </ul>
1f. Prerequisites:	Weeks 1-3
1g. Context:	3 day module, 50 minute classes, differentiated instruction provided
2. Synopsis/Purpose of Module	
2a. Essential Question:	What are your key learnings and how will you sustain positive habits?
2b. Objectives:	<ul style="list-style-type: none"> <li>· Students will reflect on key module learnings</li> <li>· Students will present takeaways to peers</li> <li>· Students will develop plans for sustaining positive habits</li> </ul>
3. Instructional Process	
3a. Materials:	<ul style="list-style-type: none"> <li>· Reflection journal template</li> <li>· Presentation rubric</li> <li>· Action plan template</li> </ul>
3b. Procedures:	<ul style="list-style-type: none"> <li>· Reflective journaling on module learnings</li> <li>· Developing creative presentations on takeaways</li> <li>· Presenting to small groups</li> <li>· Offering peer feedback</li> <li>· Drafting individual action plans</li> </ul>



3c. Formative Assessment:	<ul style="list-style-type: none"> <li>· Journal check-ins</li> <li>· Presentation topic seminars</li> </ul>
3d. Summative Assessment:	<ul style="list-style-type: none"> <li>· Reflection journal</li> <li>· Presentation</li> <li>· Action plan</li> </ul>
3e. Differentiated Instruction:	<ul style="list-style-type: none"> <li>· Journal template with sentence starters</li> <li>· Flexible presentation formats</li> <li>· Extra teacher conferencing</li> </ul>
3f. Alternate Plans:	<ul style="list-style-type: none"> <li>· Video reflections</li> <li>· Group mini-presentations</li> </ul>
4 Reflection	<ul style="list-style-type: none"> <li>· Survey student feedback on module</li> <li>· Identify most impactful activities for future</li> </ul>