

# TechWell

## Digital Awareness Program Preventing Smartphone Addiction (For Students)



# SECTION 1: BASIC INFORMATION

## Objective

This program is a structured psychoeducational program based on gamification and drama, designed to prevent smartphone addiction among high school students. The objectives of this program are:

- To educate students on establishing a healthy relationship with smartphones and the digital world.
- To increase students' awareness of their own usage habits.
- Help students understand the "hook" mechanisms of digital platforms.
- To develop skills such as setting healthy boundaries and impulse control.
- Encourage positive behavioral changes through peer interaction.
- Improve skills in coping with stress, problem solving, and forming real social connections.

## Why Do We Use Gamification Techniques and Metaphors?

Traditional counseling methods may not always be sufficiently appealing to adolescents who are unmotivated or resistant to change. "Gamification" and "Metaphors" offer powerful psychological tools to overcome this challenge.

Gamification uses the reward and motivation mechanism created by video games, which trigger dopamine release in the brain, to reinforce healthy behaviors. Game elements such as points, badges, tasks, and levels transform the therapy process from passive information transfer into an active and participatory behavior change adventure. This approach is particularly effective in developing emotional and cognitive control skills in adolescents and increasing their commitment to the process. Paradoxically, the addictive mechanism of technology is transformed into a motivational tool for overcoming addiction.

Metaphors make abstract concepts underlying approaches such as Cognitive Behavioral Therapy (CBT) (e.g., "automatic thoughts," "cognitive distortions") concrete and understandable for adolescents. Metaphors such as "thought maze," "trigger trees," or "mind castle" allow students to externalize their internal struggles and cope with them more easily. This transforms complex psychological processes into a "hero's journey" story, enabling students to take the leading role in their own process of change.

Students who successfully complete this protocol are expected to achieve the following outcomes:

- Awareness of establishing a more conscious and controlled relationship with technology
- Awareness of their ability to develop healthy strategies for coping with emotions such as stress, loneliness, and boredom
- Awareness of their ability to develop self-awareness, self-control, and problem-solving skills
- Awareness of the importance of investing more in real-life social relationships and hobbies

## Basic Paradigm

This program utilizes the following approaches:

# SECTION 1: BASIC INFORMATION

**Cognitive Behavioral Therapy(CBT) Principles:** Helping students see the connection between their feelings, thoughts, and behaviors.

**Mindfulness-Based Approaches:** To develop the ability to observe immediate impulses and emotions without judgment, using techniques such as the "Here and Now Breathing Exercise."

**Gamification and Drama:** Preventing topics from remaining theoretical by enabling students to learn through experience.

**Peer Education and Group Interaction:** Encouraging students to learn from each other and become positive role models.

# SECTION 2: IMPLEMENTATION

## INFORMATION

### **Implementation Format**

This program is a psychoeducation in a group format. Sessions include didactic knowledge transfer, drama, games, and workshops and should be conducted in a fully interactive manner.

### **Who Can Implement It?**

It is recommended that this program be implemented by psychological counselors, guidance counselors, psychologists, and social workers who have preferably received training in this program.

### **Who Should Be Enrolled in the Program?**

The program is aimed at all high school students who want to gain awareness about smartphone usage habits and develop healthier usage skills. A clear diagnosis of addiction is not required; the program is preventive in nature.

Program Duration and Timing Total Duration: 4 weeks

Session Frequency and Duration: 60-minute sessions per week.

Group Size: Ideally, each group should have 20 students.

### **Materials**

Implementer's Guide: This guide contains the steps, objectives, and materials for each session.

Worksheets/Forms: Printed materials such as the "Hook Map" and "Personal Use Agreement" to be used in sessions.

Visual Materials: Flipchart, large sheets of paper, colored pens, post-it notes.

Video Recording Equipment: Students' smartphones are sufficient for producing video content.

Gamification and Drama Materials: Simple materials to be determined according to the topic (ball, rope, cards, etc.).

### **Flow of the Training**

1. Opening (10 min): Begins with the "Here and Now Breathing Exercise." A brief sharing session is held on the previous week's assignment and experiences.
2. Implementation of Activities (40 min): The week's games, drama, and workshop activities are carried out in the order specified in the guide.
3. Weekly Video Assignment (5 min): The task of creating video content related to that week's topic is explained, and ideas are exchanged. The videos produced are shared on the specified platforms with the designated hashtag.
4. Closing and Assigning the Weekly Task (5 min): Key takeaways from the session are shared, and the task for the following week (e.g., tracking App Usage data) is reminded.

# SECTION 3: INTRODUCTION

## **Creating a Safe Space**

- Inform participants about how the program will be implemented. Explain the advantages of implementing it in a group setting.
- Explain the group rules. Focus particularly on the rules of "non-judgment" and "confidentiality." Point out that these rules will facilitate deeper sharing.

## **Motivation Management**

- Have students write down or express why they are participating in this program and what they hope will be different in their lives at the end of the program.
- Ask them what change means to them. Have them express how confident they are about this and how much they value it.

## **Normalizing Problems**

- Emphasize that the problems they experience (loneliness, need for approval, loss of control, etc.) are not unique to them, but are common experiences shared by many young people in the digital age. This reduces the fear of stigmatization and increases participation.

# SESSION 1: AWARENESS

**Session Objective:** To help students recognize their automatic phone usage habits, question their relationship with digital tools, and understand the fundamental connection between feelings, thoughts, and behavior.

## **Key Messages:**

- We often use our phones without thinking, in an "automatic pilot" mode.
- The emotions we feel, the thoughts that cross our minds, and the behaviors we exhibit are like a chain connected to one another.
- It is possible to set healthy boundaries in the digital world, which prevents it from turning into an addiction.

## **Session Activities:**

1. Opening and "5-4-3-2-1" Breathing Exercise.
2. "My Morning Routine" Mindfulness Map Exercise (Autopilot).
3. "Boundary Line" Game (Addiction and Healthy Boundaries).
4. "E-T-B Chain" Simulation (Emotion-Thought-Behavior).
5. Information about the App Usage App.

**Materials:** Flipchart, pens, string/tape for drawing lines on the floor, bingo cards.

Worksheet 1.1, 1.2, 1.3.

Duration: 60 minutes.

## **Weekly Task:**

- Track phone usage data throughout the week using the App Usage app.
- Create a 30-second video content on the topic of "Autopilot Moments."

# SESSION 1: Implementation

## **Implementation 1.1:** Opening and "5-4-3-2-1" Breathing Exercise (5 min)

**Purpose:** To focus the group on "the here and now" and start the session calmly.

**Steps:**

1. Welcome the group and mention that the theme of the first week of the program is "Mindfulness."
2. Ask participants to sit comfortably and close their eyes.
3. In a slow and clear voice, give the following instructions: "Now turn your attention to your surroundings. With your eyes closed, think of 5 objects you can see around you... Now focus on 4 different sounds you can hear... Now notice 3 things you can feel in your body; the touch of your clothes on your skin, the chair you are sitting on, etc... Now focus on 2 different smells you can detect through your nose... Finally, notice 1 taste in your mouth."
4. After the exercise, briefly ask them how they felt. Explain the importance of this practice.

## **Implementation 1.2:** "Autopilot" Awareness Map (Workshop Activity)

This activity focuses on visualizing the chain of automatic behaviors and discovering points of intervention.

**Objective:** To help students recognize the chain of unconscious digital actions they perform starting from a trigger and see where they can break this chain.

**Materials:** Flipchart or whiteboard, post-it notes in different colors, pens.

**Steps:**

1. The implementer writes a common situation in the middle of the board. For example: "Feeling bored while studying" or "Waiting at the bus stop."
2. He/She asks the students: "When this situation occurs, what is the first automatic action you take without thinking?" They write the answers (e.g., "Picking up my phone") on a post-it note and stick it next to the main situation.
3. They continue the chain: "So, what is your automatic action after picking up your phone?" They create a visual flow by sticking the answers ("Clicking on the Instagram icon," "Starting to scroll through Reels," "Looking at a friend's profile," etc.) one after another like chain links.
4. When the chain is complete (it usually ends at the point where you "didn't realize how 15 minutes passed"), ask the group the key question: "At what point in this chain did you make a conscious decision?" The answer will usually be "at no point."
5. Using this visual map, discuss where interventions could be made to break the chain (e.g., doing 5 minutes of stretching instead of picking up the phone when boredom sets in).

# SESSION 1: Implementation

## **Implementation 1.3:** The "Boundary Line" Game

**Purpose:** To visualize the gray area between addiction and healthy boundaries and to create personal awareness.

### **Steps:**

1. Draw a long line on the floor using string or tape. Place signs labeled "Healthy Use" at one end and "Addictive Use" at the other.
2. Read the following scenarios and ask students to move to where they think this behavior falls on the line:
  - § "I spend the last hour before bed scrolling through social media in bed."
  - § "Even when chatting with friends, I constantly check notifications with one eye."
  - § "Every time I start studying, I say, 'I'll just check for 5 minutes and then turn it off,' but end up spending hours."
3. Without judgment, emphasize that everyone may have a different perception and ask them to briefly share why they placed themselves at those points.

## **Implementation 1.4:** "E-T-B Chain" and "Cognitive Distortions" Workshop

**Objective:** To introduce the Emotion-Thought-Behavior (ETB) model and teach common cognitive distortions in the digital world.

### **Steps:**

1. Draw a triangle on the flipchart and write EMOTION, THOUGHT, BEHAVIOR on the corners.
2. Worksheet 1.1: Distribute the E-T-B Chain. Provide an example scenario: "You received fewer likes than expected on a photo you posted on Instagram."
3. Ask the group to identify the possible Thoughts ("Nobody cares about me"), Feelings (Disappointment, worthlessness), and Behaviors (Constantly checking for likes, deleting the photo) that might arise in response to this event and write them down on paper.
4. Worksheet 1.2: Introduce Cognitive Distortion Cards. Explain that the thought "No one cares about me" in the example is a distortion such as "Overgeneralization" or "Mind Reading."

## **Implementation 1.5:** "App Usage" and Closing

**Objective:** Introduce the data collection tool and assign the weekly task.

### **Steps:**

1. Explain the App Usage app and why it is being used in the project. Emphasize how important data is for personal awareness.
2. Conduct a practical workshop on how to set up the app.
3. Explain the Weekly Task:
  - § Track App Usage data for one week.
  - § Create a 30-second creative video on the topic of "Autopilot Moments."
4. Ask them what they remember as the most important takeaway from the session and thank them for their participation.

# SESSION 1 – WORKSHEETS

**WORKING PAPER 1.1: ETB CHAIN** An event triggers our thoughts. Our thoughts shape our emotions, and our emotions shape our behavior.

**EVENT:** You received fewer likes than expected on the photo you shared on Instagram.

- o THOUGHT (What crossed my mind?):
- o EMOTION (What did I feel?):
- o BEHAVIOR (What did I do?):

## **WORKSHEET 1.2: COGNITIVE DISTORTION CARDS (Examples)**

- All-or-Nothing: "If this photo doesn't get 100 likes, it must be terrible."
- Overgeneralization: "This photo wasn't liked, so I'll never be able to take a good photo."
- Mind Reading: "They must have seen my photo and thought, 'How terrible it turned out.'"
- Catastrophizing: "I got few likes, my social life is over, everyone will hate me."

**WORKSHEET 1.3: WEEKLY AWARENESS JOURNAL** Note down 3 moments this week when you picked up your phone. What were you doing at that moment, how did you feel, and why did you reach for your phone?

- |            |                 |      |
|------------|-----------------|------|
| 1. Moment: | How did I feel? | Why? |
| 2. Moment: | How did I feel? | Why? |
| 3. Moment: | How did I feel? | Why? |

# SESSION 2: HOW DO WE GET HOOKED?

**Session Objective:** To help students understand how digital platforms and their own internal processes "hook" them.

**Key Messages:**

- o Hooks start with internal (boredom, loneliness) and external (notifications, messages) triggers.
- o Apps manipulate our brain's reward system to keep us glued to the screen.
- o FOMO (Fear of Missing Out) and social pressure are powerful reasons for staying in the digital world.

· Materials: Flipchart, large sheets of paper, post-it notes, pens,

· Worksheet 2.1.

· Duration: 60 minutes.

## Activity 2.1: Opening and Hook Experiences Sharing (10 min)

Objective: To review the previous week's assignments and introduce the concept of "hooks."

Steps:

1. Start with a breathing exercise.
2. Ask volunteer students to share their thoughts on last week's video and daily assignments.
3. Ask what the word "hook" means. Start the discussion by asking, "What is an app or digital habit that grabs you instantly, won't let go, and keeps coming to mind?"

## Implementation 2.2: "Hook Map" Workshop

**Objective:** To help each student visualize their own personal hook and the internal/external factors that trigger it.

**Introduction:** The implementer says, "We talked about 'hooks' before. Now we will see that these hooks are not a one-step thing like a fishing hook, but a 'loop' that constantly draws us in. There are 4 critical steps in this loop. Now everyone will draw their own personal Hook Loop map, thinking about the app they use the most."

# SESSION 2: HOW DO WE GET HOOKED?

**Implementation: Distribute Worksheet 2.1: My Hook Loop Map.**

## **Step 1: Trigger**

·The implementer says, "Everything starts with a trigger. This is an internal or external itch that prompts us to take action."

·Ask students to fill in 1st Box: Trigger on their worksheets.

oInternal Trigger:"What were you feeling right before you opened the app? (Loneliness, boredom, uncertainty, stress, fear of missing out?)"

oExternal Trigger:"What external factor prompted you to open the app? (A notification sound, a red dot appearing on the screen, a message sent by a friend?)"

·A few examples are written on the flipchart.

# SESSION 2: HOW DO WE GET HOOKED?

## Step 2: Action

- The implementer says, "When a trigger appears,our brain performs the simplest action to relieve this itch. This is an automatic movement we do without thinking."
- Students are asked to fill inthe 2nd Box: Action
  - o"What was the simplest action you took in responseto the trigger? (Clicking on the app icon, swiping your finger down on the screen (scroll), tapping on the search bar?)"
- It is emphasized that applications are designed to make these actions as easy and frictionless as possible.

## Step 3: Changeable Reward

- The implementer says, "This is the most magical and dangerous part of the cycle. When we perform the action, we receive a reward,but it is uncertain when and how this reward will come. Just like a slot machine. This uncertainty programs our brain to constantly want more."
- Students are asked to fill in the 3rd Box: Changeable Reward section.
  - o"What are the rewards that pop up when you open the app or scroll through your feed, that make you happy but you never know when they'll appear?(A funny video, a friend's vacation photo,an unexpected 'like',an interesting news story, a rare item in a game?)"
- The emphasis is on the reward being "changeable" ratherthan "fixed."

## Step 4: Investment

- The implementer says, "And finally, the step that restarts the cycle... After receiving the reward, we are asked to make a small 'investment' in the system for a future reward. This is our effort, and it makes the app more valuable to us."
- Students are askedto fill out 4th Box: Investment.
  - o"While using the app, what small tasks do you do that prepare for the next cycle? (Liking a photo, writing a comment, following someone, uploading a photo, personalizing a setting, developing your character in a game?)"
- This investment is explained in terms of how it prepares the next "external trigger" (e.g., a notification about a reply to your comment) and how fillingthe app with personal data makes it harder to give up on it.

Closing and Discussion: The implementer summarizes the activity by saying, "As you can see, this is not a one-time hook, but a self-perpetuating cycle. Every investment we make prepares the next triggerand pulls us even more stronglyinto the cycle.Being aware of this cycle is the first and most important step we can take to break it."

# SESSION 2: HOW DO WE GET HOOKED?

## **Implementation 2.3:** Forum Theater: FOMO Crisis(20 min)

**Objective:** To experience how widespread and powerful FOMO and Nomophobia feelings are by bringing them to life through drama.

### **Steps:**

1. Briefly explain the Forum Theater technique: "We will act out a scene. When the main character is in a dilemma, I will say 'FREEZE!' Then I will ask you for ideas on 'What can this character do?' and anyone who wants to can come on stage and try."
2. Select volunteer actors.
3. Scenario: "The main character (Ayşe) has turned off her phone to study. Her two friends constantly text her and post on social media, trying to get her to join the group ('You're missing out on tonight's plans!', 'Did you see the video we posted?'). Ayşe is torn between studying and the fear of missing out (FOMO)."
4. Pause the game when Ayşe is at her most difficult moment and give the audience a chance to intervene. Try different solutions on stage.

## **Implementation 2.4:** Closing and Weekly Task (10 min) Steps:

1. Ask them what the most important idea they took away from the session was. Emphasize the importance of being aware of digital manipulation.
2. Explain the weekly assignment:
  - § Create a short video that depicts an internal or external trigger and the subsequent "hooking" moment.
  - § Identify which app has the biggest "hook" in App Usage data.
  - § Actively use the App Usage app.

# SESSION 2 – WORKSHEETS

## **Worksheet 2.1: Hook Loop Map**

Implementation I Analyzed:

(There are 4 boxes on the paper connected by arrows)

### **1. BOX: TRIGGER (What Motivated Me)**

·Internal (What was I feeling?):

·External (What Happened Externally?):

### **2. BOX: ACTION (The Simplest Thing I Did Without Thinking)**

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### **3. BOX: CHANGEABLE REWARD (The Uncertain Outcome That Surprised and Pleased Me)**

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### **4. BOX: INVESTMENT (My Small Contribution to the System for the Future)**

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(This arrow returns to the Trigger in Box 1)

# SESSION 3: HOW DO WE GET OUT OF THE HOOK?

**Session Objective:** To provide students with practical strategies and planning skills to help them control their smartphone use by transforming awareness and knowledge into action. Key Messages:

- o Change doesn't happen overnight; it's a process, and everyone is at a different stage of that process.
- o Controlling your phone is not impossible; small changes in its settings can make a big difference in your usage habits.

o The best way to break a habit is to replace it with a new, healthy alternative. Materials: Cards with the stages of the "Change Cycle" written on them to lay out on the floor, flipchart, colored pens, Worksheet 3.1: My Plan to Break Free from Hook.

Duration: 60 minutes.

## **Implementation 3.1:** Opening and "Urge Surfing" Exercise (15 min)

**Objective:** To experience that urges are temporary and can be observed and managed rather than succumbing to them.

### **Steps:**

1. Welcome the group. Ask for brief sharing about last week's assignments and "hook" experiences.
2. Briefly explain the concepts of "impulse" and "craving." Explain that the feeling of wanting something intensely is like a wave: "Impulses are like ocean waves. They rise slowly, reach their peak, and then lose their power and fade away. Our goal is not to struggle against the wave, but to stay on top of it like a surfer and watch it pass."
3. Lead the group in a mindfulness exercise: "Now close your eyes and bring to mind the urge to pick up your phone. Notice where in your body this feeling starts... Just observe, don't judge. Imagine this 'wave of desire' slowly rising, reaching its peak... Now notice it slowly subsiding and losing its strength. Keep breathing."
4. After the exercise, ask how this experience felt.

## **Implementation 3.2:** "Change Cycle" Interaction (15 min)

· **Purpose:** To show that change consists of stages and that it is normal for everyone to be at a different stage.

### · **Steps:**

1. Place cards labeled "Not Thinking Yet," "Starting to Think," "Preparing," "Taking Action," and "Maintaining" in a circle on the floor.
2. Briefly explain what each stage means.

# SESSION 3: HOW DO WE GET OUT OF THE HOOK?

3. Ask students to think about where they currently feel they are in terms of changing their smartphone usage habits and to quietly walk over and stand on that card.

4. Emphasize that the purpose of this activity is self-awareness, and there is no right or wrong place. Open a short discussion with the question, "What might you need to move from where you are to the next step?"

**Implementation 3.3:** "Small touches, big impacts" Practical Workshop (25 min)

**Objective:** To teach students concrete and practical methods for taking control of their phones.

**Steps:** State that this section will be entirely hands-on and ask everyone to take out their phones. Guide them step by step: Briefly explain the psychology behind these "phone hacks" and encourage them to try at least one during the week.

§ "Mute Notifications": "Let's turn off notifications for the 3 apps that take up the most of your time but aren't urgent (e.g., Instagram, a game, a news app) in the settings."

§ "Clear Your Home Screen": "Remove the social media apps that draw you in the most from your home screen and move them into a folder on the second or third page. This small barrier will reduce automatic clicks."

§ "Enable Grayscale Mode": "Go to the 'Accessibility' menu in settings and switch your screen to black and white. The absence of color reduces the reward sensation our brain receives and makes the screen less appealing."

§ Similarly, you can make a big impact on your life by making the following adjustments on your digital devices.

§ Do not allow websites to send notifications

§ WhatsApp → Turn off read receipts in settings

§ WhatsApp : Turn off the last seen time in settings

§ Turn off seen status in Instagram DMs

§ Limit access to certain apps

§ Prefer face-to-face communication

§ Set and announce your daily online hours

§ #offlineforlife

§ #offlineforlifeexcept17-20hourseveryday

§ Keeping a distance from digital tools while working

§ Using your phone in airplane mode on Sundays and special days

§ Designating phone-free zones, such as during meals or while watching movies

§ Don't apologize when you can't answer a call because you're unavailable!

§ Avoid browsing social media before finishing your work

§ Decide which notifications your social media accounts can send you

# SESSION 3: HOW DO WE GET OUT OF THE HOOK?

## **Implementation 3.4:** "My Plan to Break Free from the Hook" Workshop and Closing (25 min)

Objective: To help students create a personal action plan tailored to their own triggers and goals.

Steps:

**1. Worksheet 3.1:** Distribute "My Plan to Break Free from the Hook."

2. Explain each section of the worksheet. Fill out a plan on the flipchart using a volunteer student's example so the whole group can see it.

3. Give students 10-15 minutes to create their own plans. Support them throughout the process.

4. Explain the Weekly Assignment:

§ Try at least one strategy from their personal plan throughout the week.

§ Produce a "how-to" video explaining a practical technique they learned in the "Hack Your Phone" workshop.

5. End the session by asking them what the most important action they took away from the session was.



# SESSION 4: SUSTAINING CHANGE

**Session Objective:** To make the acquired skills permanent, develop strategies for coping with potential difficulties (relapse, stress, peer pressure), and conclude the program by creating a personal usage agreement.

Key Messages:

- Returning to old habits is not a failure, but part of the learning process. What matters is recognizing the reasons and taking preventive measures.
- Real-world social support and connections are the strongest shield against the allure of the digital world.
- If you set the rules for how to use technology, you retain control. Materials: Role-playing scenario cards, flipchart, colored pens, Worksheet 4.1: My Personal Usage Agreement.

Duration: 60 minutes.

## **Implementation 4.1: Opening and "Pre-mortem (Failure Analysis)" (20 min)**

**Objective:** To enable participants to proactively develop measures by anticipating potential reasons for failure.

**Steps:**

1. Welcome the group and congratulate them on reaching the final session.
2. Ask them to briefly share their experiences implementing last week's plan.
3. Introduce the "Pre-mortem" technique: "Now we're going to take a trip through time. Imagine that you are one month ahead and all your plans have failed. You are still using your phone uncontrollably, just like before."
4. Divide into groups and write two questions on the flipchart:
  - § "Why Did It Fail?": Ask them to list all possible reasons why their plans did not work in this hypothetical scenario (stress, exam period, peer pressure, boredom, etc.).
  - § "How Can We Prevent Failure?": Now, returning to the present, ask them to find a preventive measure for each reason they listed.
5. Have the groups share the most important preventative measures they found.

# SESSION 4: SUSTAINING CHANGE

## **Implementation 4.2: Role-Playing: Real Connections and Peer Pressure(20 min)**

**Objective:** To practice social skills such as asking for support, saying "no," and dealing with peer pressure.

### **Steps:**

1. Invite volunteer students to the stage.

2. Ask them to act out scenarios such as the following:

§ Scenario 1 (Asking for Support): "You are very stressed and constantly want to look at your phone. Ask the actor playing your friend to pretend to ask for support by saying, 'Let's go for a walk and talk, without our phones...'"

§ Scenario 2 (Dealing with Persistence): "Your friends insist on an online gaming tournament that will last until late at night. This violates your 'no screens after 11 p.m.' rule. Act out saying 'no' firmly but without hurting their feelings."

3. After each role-play, ask the group, "What else could have been done in this situation?" and discuss.

## **Implementation: 4.3 Game Name: "Social Etiquette Dilemmas"**

**Objective:** To help students collectively discuss and identify the most polite and constructive approach to common social dilemmas encountered in both digital and face-to-face communication. To reinforce empathy, personal boundaries, and effective communication skills.

### **Materials:**

· Dilemma Cards: Cards with scenarios similar to those frequently experienced by high school students.

· Option Cards: Three small cards labeled A, B, C for each student (or they may simply use their fingers to indicate their choice).

# SESSION 4: SUSTAINING CHANGE

## Implementation Steps:

**1. Introduction (5 Minutes):** The implementer introduces the game by saying, "This week we're talking about how to keep up with change. One of the most important parts of this is how we treat each other in the digital world and in real life. Sometimes the rules aren't very clear, and we find ourselves wondering, 'What should I do now?' In this game, we will explore these confusing 'gray areas' together."

## 2. How to Play the Game (20-25 Minutes):

- The implementer draws a "Dilemma Card" and reads the scenario aloud.
- He/She then reads three possible behaviors (A, B, C) for the scenario.
- Students are asked to think about which option they would choose if they were in that situation and to show their votes by raising the letter card in their hand (or pointing with their finger).
- After the vote, the implementer asks those who chose each option to explain their reasoning. This is the most important part of the game. The goal is not to find the right answer, but to discuss different perspectives and the possible consequences of each behavior.

## Example Dilemma Cards:

### Dilemma 1: The "Seen" Dilemma

**Scenario:** A very close friend sends you a long message about an important matter. You see the message, but you are too busy to reply at that moment. What do you do?

A) I do nothing; I'll write a long reply when I'm available.

B) I immediately send an emoji (👍) so they know I saw it.

C) I'll write a short reply saying, "I saw it, I'm busy right now but I'll get back to you as soon as possible."

Discussion Questions: Which option makes your friend feel more valued? Why might option A be perceived as rude?

# SESSION 4: SUSTAINING CHANGE

## Dilemma 2: Unwanted Tag

**Scenario:** A friend shared a photo of you on social media that you don't like and tagged you. What do you do?

- A) I quietly remove myself from the tag, hoping they don't notice.
- B) I write a funny comment under the photo that everyone can see, saying, "What kind of photo is this? Delete it."
- C) I send my friend a private message asking them to remove the photo or at least remove the tag.

Discussion Questions: Why is it important to ask permission before sharing someone else's photo? How might options A and B affect your friendship?

## Dilemma 3: Group Chat Chaos

**Scenario:** The class WhatsApp group created for homework is constantly filled with off-topic conversations and memes, and you're missing important information. What do you do?

- A) I'll mute the group; if something important comes up, someone will probably message me privately.
- B) I send a warning message to the group saying, "Friends, please only share things related to the course."
- C) I will leave the group entirely.

Discussion Questions: What are the responsibilities of using a shared digital space? Why might choosing option B be difficult for some people?

## Dilemma 4: Face-to-Face Communication

**Scenario:** You are sitting in a cafe with a friend, discussing a topic that is important to you. But they keep looking at their phone and checking their notifications. What do you do?

- A) I won't say anything, so as not to be rude. I'll continue the conversation.
- B) I jokingly complain, "Your phone seems more interesting than me."
- C) I say, "What I'm about to tell you is important to me. Could you please put your phone away for 10 minutes?"

Discussion Questions: How do you set "personal boundaries" in this situation? Why might option C be the healthiest but also the most difficult choice?

## Dilemma 5: The "Seeking Approval" Dilemma

**Scenario:** You're feeling a little down and worthless. You know that a few likes and comments on social media will make you feel better for a moment. What do you do?

- A) You share a vague, mysterious, and sad quote that reflects your current mood ("vaguebooking"). You expect people to ask, "What's wrong?"
- B) You share a selfie where you look your best, heavily filtered, trying to feel better.
- C) You put your phone aside and call or visit a friend you truly trust to share your troubles.

Discussion Questions: What is the difference between instant gratification and true happiness? How do options A and B affect our need for validation in the long term? Why might option C be harder but healthier?

# SESSION 4: SUSTAINING CHANGE

## **Dilemma 6: The "Just 5 Minutes..." Dilemma**

**Scenario:** It's exam week, and you need to study for an important class. But your mind keeps wandering to your phone. You tell yourself, "I'll just check it for 5 minutes and then put it away." What do you do?

A) I trust my willpower; I believe I can look for 5 minutes and then put it away.

B) I set the phone's timer for 5 minutes and leave it no matter what when the alarm goes off.

C) I turn off my phone and leave it in a completely different room, like the kitchen. I won't go near it until my study break is over.

Discussion Questions: How many times have you fallen into the "just 5 minutes" trap before? Why does relying solely on our willpower to maintain self-control often not work? Why is organizing our environment (option C) a more effective method?

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## **Dilemma 7: The "Family Pressure" Dilemma**

**Scenario:** Your family thinks you spend too much time on your phone and wants to completely ban it after 9 PM. This rule seems too strict to you. What do you do?

- A) I argue with them and oppose the rule. I continue to use my phone secretly in my room.
- B) I accept the rule without saying anything, but I will be unhappy.
- C) I tell them what I learned in the TECH-WELL program and suggest that instead of a unilateral ban, we draw up a "Family Technology Agreement" that we will all follow together.

**Discussion Questions:** Why do bans often backfire?

Why is it important to try to collaborate with the family instead of clashing with them? How does making an offer like the one in option C show that you are taking responsibility?

## **Dilemma 8: "Supporting Your Friend" Dilemma**

**Scenario:** You notice that a friend has been withdrawing a lot lately and spending time alone constantly. Even when you're together, they scroll through social media on their phone instead of talking to you. What do you do?

- A) I take out my phone too. Since they're not interested in me, I'll immerse myself in my own world.
- B) I jokingly take their phone away, saying, "Enough already, put that phone down!"
- C) You reach out to them by saying, "You seem a bit down lately. Is everything okay? If you want, let's put our phones aside, go for a walk, and talk."

**Discussion Questions:** What is our responsibility when we notice a friend getting lost in the digital world?

How does an approach like option C show how we can offer support without judgment? How do physical activity and face-to-face conversation help with feelings of loneliness?

## **Dilemma 9: "The Message Fight" Dilemma**

**Scenario:** You had a heated argument with a friend on WhatsApp. There are misunderstandings, and the messages are becoming increasingly hurtful. What do you do?

- A) I continue to write harsher and longer messages to prove I'm right. I must have the last word.
- B) I block them in anger and end the conversation.
- C) I send a message saying, "I think we can't understand each other through texting; we're misunderstanding each other. Shall we talk about this face-to-face at school tomorrow?"

**Discussion Questions:** Why can't some arguments be resolved through texting? What is the importance of face-to-face communication (tone of voice, facial expressions)? Is suggesting to stop and postpone the argument a sign of weakness or a problem-solving skill?

**Closing and Making Connections (5 Minutes):** The implementer connects the discussed dilemmas to the main themes of the program: "As you can see, digital etiquette is actually closely related to defining our 'personal boundaries,' prioritizing 'real connections,' and using our 'peer influence' in a positive way. These skills are the most important keys to sustaining change."

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## **Implementation 4.4: "Personal Commitment Agreement" Workshop (10 min)**

·**Objective:** To enable participants to create a personal commitment document by translating what they have learned throughout the program into concrete terms.

·**Steps:**

1. Explain that this activity is the culmination of the program. Say, "This is a promise you make to yourself to establish a healthy and conscious relationship with your phone."
2. Distribute Worksheet 4.1: My Personal Use Agreement with My Smartphone.
3. Go through each section together: My Boundaries, My Goals, My Plan for Difficult Situations. Guide students to write realistic and specific items that are appropriate for their own lives.
4. Give them quiet time to fill out their agreements.
5. After they finish, ask them to sign it. Ask volunteers to share with the group the clause they are most proud of in their agreement.

## **Implementation 4.5: Program Closing and Evaluation (10 min)**

·**Purpose:** To summarize the program, gather final feedback, and acknowledge participation.

·**Steps:**

1. Provide a brief summary of the four-week process (Awareness → Understanding Hooks → Release → Maintenance).
2. Ask each student to share what they learned from the program in a single word or sentence.
3. Thank them for their participation and emphasize that this journey is not an end, but a beginning for mindful digital use.
4. Final Task: Produce a final video explaining the most important thing they learned from the program or one clause from their agreements.

# SESSION 4 – WORKSHEET

## WORK SHEET 4.1: MY PERSONAL USE AGREEMENT WITH MY SMARTPHONE

I, \_\_\_\_\_, accept and commit to the following clauses in order to increase my digital well-being, take control of my time, and use technology as a conscious tool that serves my goals.

### 1. MY LIMITS (What will I NOT do?):

- I will not place my phone on the table while dining with my family/friends.
- I will not look at my phone during the last 30 minutes before bed and the first 30 minutes after waking up.
- I will keep my phone on silent and in another room while studying or doing homework.
- Your own added item:

### 2. MY GOALS (What will I DO?):

- I will use social media not to watch other people's lives, but to truly communicate and connect with my friends.
- I will see my phone as a tool for learning, using my creativity, and staying organized.
- I will engage in at least one completely phone-free activity (reading a book, exercising, going for a walk) once a week.
- Your own addition:

### 3. MY PLAN FOR DIFFICULT SITUATIONS:

- When I feel bored or lonely, instead of reaching for my phone, I will take three deep breaths and look at my list of alternatives.
- If my friends pressure me digitally, I will use the "no" phrases I have prepared.
- Your own addition:

This agreement is an expression of my self-respect. Adhering to these rules will ensure I remain present in real life rather than getting lost in the digital world.

**Signature:**

**Date:**



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