

# Digital Wellness Workshop Lesson Plan

## Learning Outcomes

Participants will be able to:

1. evaluate & articulate their digital wellness priorities
2. recognize that their relationship with technology can have real world impact on their personal wellbeing, including relationships, mental health, & professional aspirations
3. align their online activity & habits within the context of their wellness goals
4. model constructive online and offline behaviors as individuals, student leaders, and future professionals

## Activities

### Wellness Reflections (10-15 minutes)

1. Have participants visit each station and respond to the following questions:
  - a. What does wellness mean to you?
  - b. List examples of healthy habits.
  - c. What are your wellness priorities?
  - d. Identify barriers to your wellbeing goals.
  - e. What are your 'imbalance indicators' that signal you are going off-track?  
*\*\*Note: None of the reflection questions mention technology by design. The focus should be on general wellness in the beginning of the session and transition into how technology impacts wellness through the micro-lecture.*
2. Facilitate a large group debrief discussion with participants to establish current wellness practices and concerns. Allow participant responses / interest to steer the discussion.

### Wellness & Technology Micro-lecture (10 minutes)

1. Provide a brief summary of statistics related to the intersection of technology and wellness. Some sample stats:
  - a. Between 2007 and 2008, Americans first reported more screen time than active leisure time ([Brookings](#))
  - b. 2007 also saw the biggest one-year drop in outdoor recreation time; in 2018, nearly 50% of Americans engaged in no outdoor recreation ([Denver Post / Outdoor Foundation](#))
  - c. Research shows we interact with our phones 2600+ times per day ([Guardian](#))
  - d. Socializing online - with its benefits and drawbacks - now accounts for the most common way young adults interact with friends ([Pew Research](#))
2. Workshop content is scaffolded and connected to the rest of the [Penn State Berks Privacy Workshop Series](#) through a brief introduction to some of the creators' [original scholarship](#) on privacy literacy ([The Six Private I's Privacy Conceptual Model](#)), with particular focus on the hidden harms of technologies on behavior – i.e. [conscientious connectivity](#); attention engineering / persuasive design; invasive data collection by health / fitness / productivity apps that ostensibly aid in our wellness and organization ([Osberg & Mehrotra, 2020](#); [Becker, 2019](#); [Statt, 2019](#); [Kresge et al, 2019](#); [Loria, 2019](#); [Fussell, 2019](#); [Allen, 2018](#))

## Digital Wellness Wheel

1. Introduce the [Digital Wellness Wheel](#) worksheet / activity. Have students review the wellness wheel and take special care to consider how technology is influencing these spheres of their wellness. Then have them identify 3 wellness priorities / wedges (physical, spiritual / emotional, intellectual, social, financial / professional, fun / recreational) to focus on for the activity.

*\*\*Tip: Curate a list of categorized case studies to help guide their reflection on technology's role / influence on their wellness. Examples can be located on the [workshop guide](#).*

2. Under each of their three identified priorities, have them answer the following reflection questions on the worksheet:
  - a. How is technology negatively and / or positively impacting this area of my wellness?
  - b. How can I leverage / cut out technology to improve my wellness? What steps can I take to improve my habits?

*\*\*Tip: Remind them to use the 'Privacy Check-In' to bring attention to privacy considerations of technology use. This check-in scaffolds to the foundational [Privacy Workshop](#) in the series by using / linking to the [Personal Data Plan](#) takeaway.*

3. Have a large group debrief discussion about their wellness priorities / goals. For anonymous participation and feedback you can use a [Padlet](#) or similar technology.

## Assessment

### Reflection Prompts

1. Have students respond to the following reflection questions / prompts in an anonymous feedback form:
  - a. What is one change and / or step you plan to take after this workshop?
  - b. Top takeaway OR something you want to investigate further
  - c. Comments or suggestions