common sense education®

Social and Emotional Learning in Digital Life

Photo by Allison Shelley for EDUimages

What grade band of students do you support?

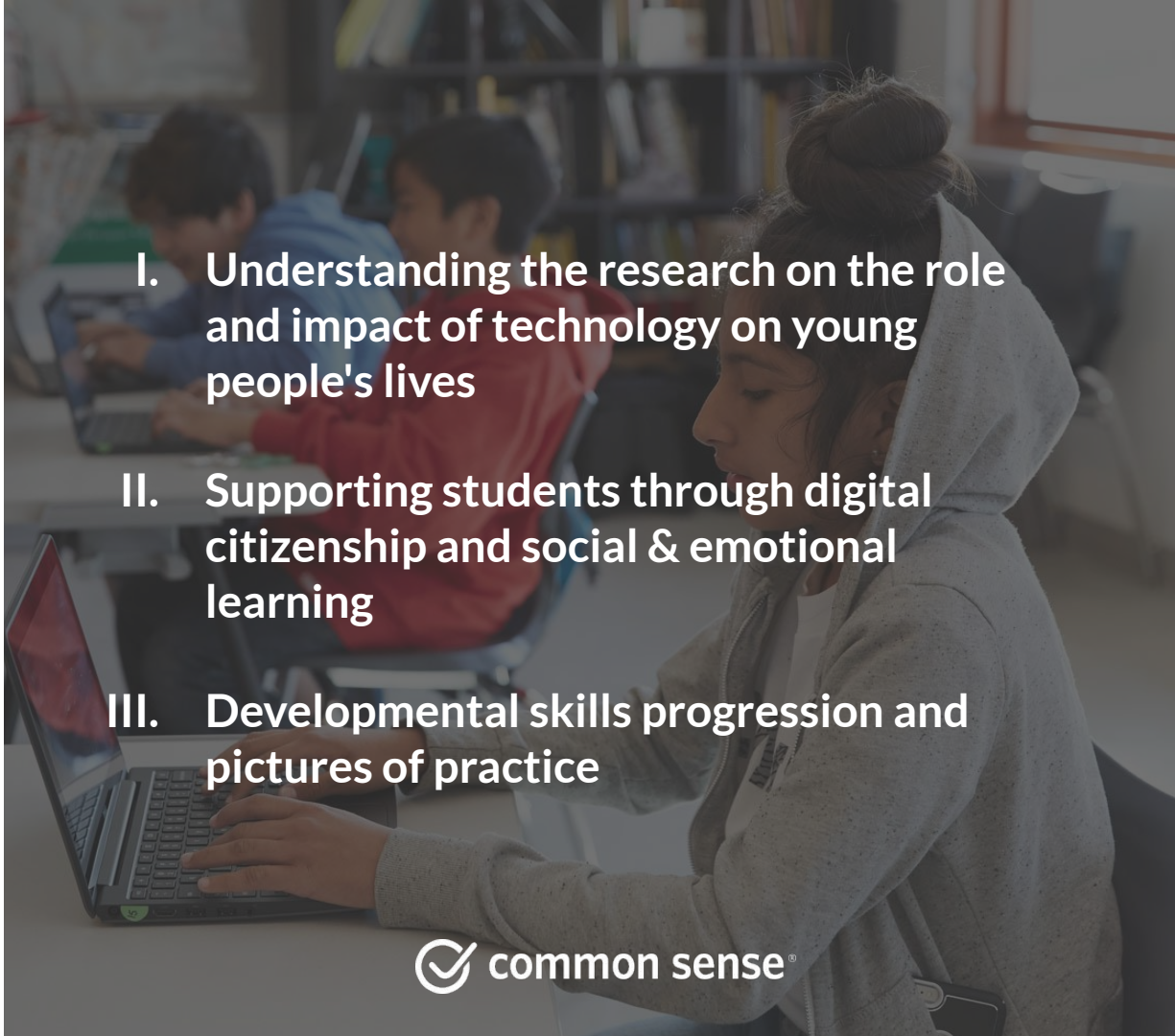
To answer go to: Menti.com

Enter code: 7061 6784

Menti Responses

common sense®

Today's Presentation



I. Understanding the research on the role and impact of technology on young people's lives

II. Supporting students through digital citizenship and social & emotional learning

III. Developmental skills progression and pictures of practice

common sense®

COMMON SENSE EDUCATION

Empowering teachers and students to harness the power of technology for learning and life

Pre-Pandemic Screen Time

Amount of daily screen use, not including for school or homework

Ages 0-8: **2 hours, 24 minutes**

Tweens: **4 hours, 44 minutes**

Teens: **7 hours, 22 minutes**

By socioeconomic status

Tweens in higher-income homes: **3:59**

Tweens in lower-income homes: **5:49**

Young people in lower-income homes use nearly two more hours of screen media a day than their peers in higher-income homes.

Note: "Lower income" is <$35,000; "higher income" is $100,000+ per year.

The Common Sense Census: Media Use By Tweens and Teens, 2019
The Common Sense Census: Media Use By Kids Ages Zero to Eight, 2020

56% of kids age 10 to 18 feel they can't tell fake news stories from real ones

45% of kids age 12 to 15 have seen hate speech online

Up to 40% of children have been involved in a cyberbullying incident

Kids & Tech: What's at Stake?

95% of kids 0-8 years old have access to at least one mobile device in their homes

45% of teens say they are online almost constantly

Nearly **40%** of middle schools have implemented 1:1 programs

common sense®

Pandemic Exacerbates Existing Challenges

Roughly seven-in-ten parents say their children are spending more time in front of screens than they did before pandemic began ...

Among parents with children in grades K-12, % who say their children are spending ___ in front of screens compared with before the beginning of the coronavirus outbreak

Children's Screen Time Has Soared in the Pandemic, Alarming Parents and Researchers

Kids' screen time up 50% during pandemic

Pandemic screen time tops 6 hours a day for some kindergarteners

Study finds high media use in kids from low-income families

How to Wean Your Kids - and Yourself - Off Screens

How do you feel about your relationship with technology over the past 18 months?

To answer go to: Menti.com

Enter code: 7061 6784

Menti Responses

common sense®

Coping with COVID-19: Young People and Technology

Depression among young people is on the rise.

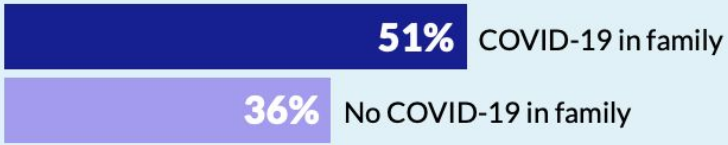
38% of teens and young adults report symptoms of moderate to severe depression, compared to 25% two years ago.

Depression is especially prominent among LGBTQ+ youth.

Percent of young people who report symptoms of moderate to severe depression:

Young people who have had COVID-19 infections in their family are more likely to be depressed.

Percent of young people who report symptoms of moderate to severe depression:



Black and Hispanic/Latinx teens and young adults are **twice as likely** to say they or a family member had COVID-19.

Coping with COVID-19: Young People and Technology

Among 14- to 22-year-old social media users:

53% say social media has been "very" important for staying connected to family and friends.

43% say social media makes them feel better when they're depressed, stressed, or anxious; **17%** say it makes them feel worse.

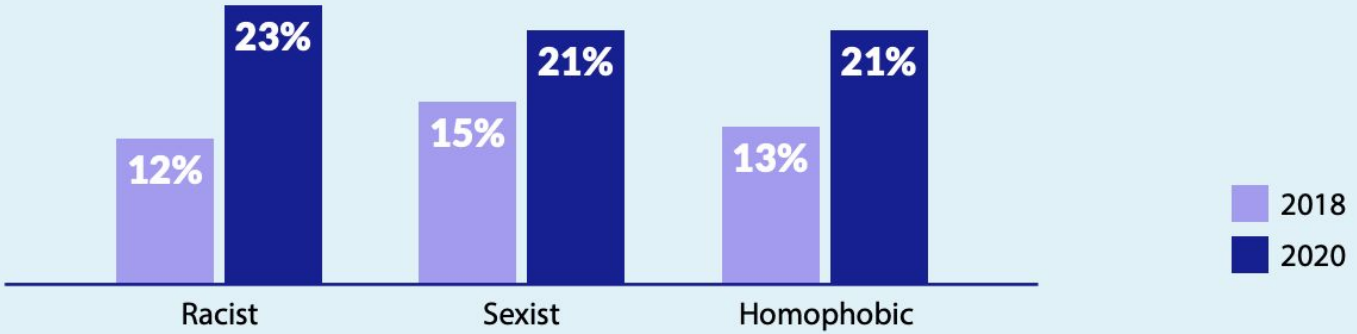
Social media is a lifeline for young people to maintain social connections during the coronavirus pandemic.

Coping with COVID-19: How Young People Use Digital Media to Manage Their Mental Health (2021)

Coping with COVID-19: Young People and Technology

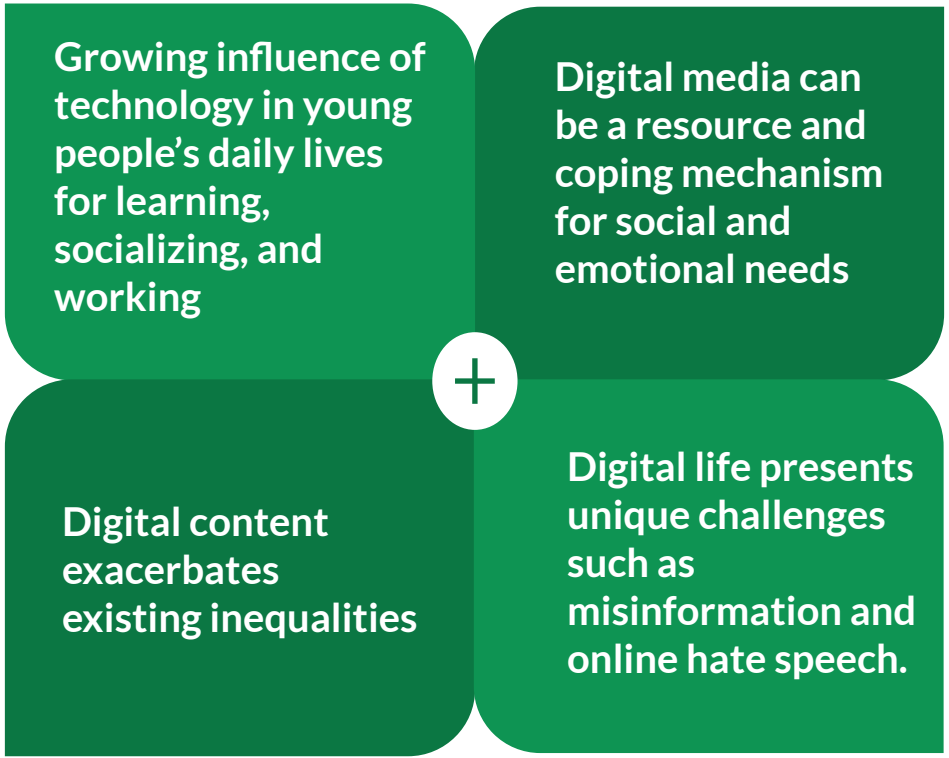
Exposure to hate speech on social media, which may affect mental health, is on the rise.

Among 14- to 17-year-old social media users, percent who say they "often" encounter each type of comments on social media:



Coping with COVID-19: How Young People Use Digital Media to Manage Their Mental Health (2021)

The Role & Impact of Technology



Digital life presents us with unique social and emotional challenges and experiences of inequality.

At the same time, technology can open the door to new opportunities. It is imperative that we equip young people with the Digital Citizenship and SEL disposition that will help them use technology responsibly to thrive in these times of change.

Social & Emotional Learning + Digital Citizenship

common sense education®

What is a digital citizen?

Someone who is able to think critically about the opportunities and challenges of the digital world and **use technology responsibly to learn, create, and participate.**

common sense education®

Digital Citizenship Dispositions

SLOW DOWN & SELF-REFLECT

EXPLORE PERSPECTIVES WITH CURIOSITY & EMPATHY

SEEK FACTS & EVALUATE EVIDENCE

ENVISION OPTIONS & IMPACTS

TAKE ACTION & RESPONSIBILITY

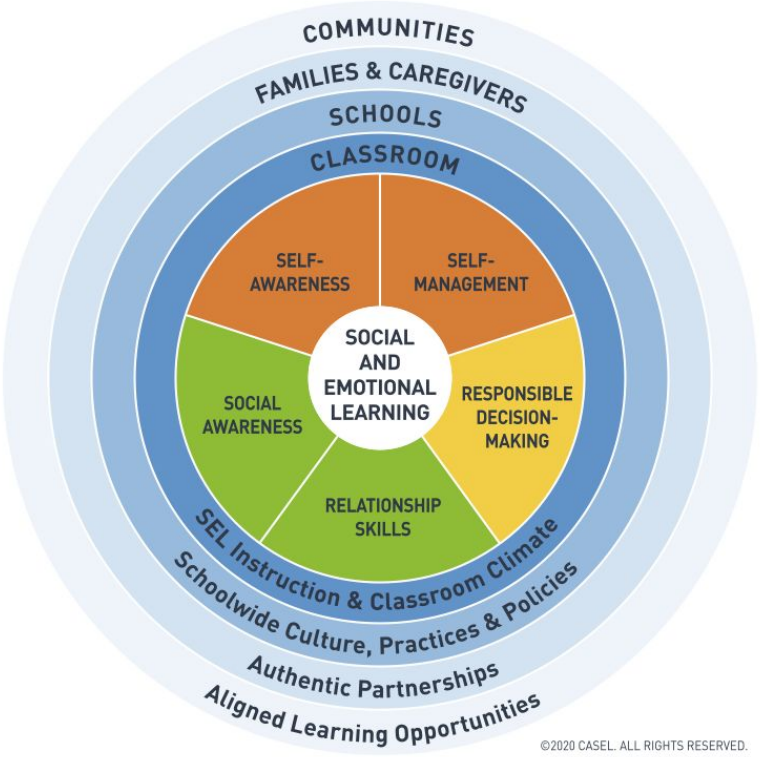
Digital Citizenship Dispositions

	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Responsible Decision-Making
CASEL™	*Identifying emotions, accurate self-perception, recognizing strengths, self-confidence, self-efficacy*	*Impulse control, stress management, self-discipline, self-motivation, goal-setting, organizational skills*	*Perspective-taking, empathy, appreciating diversity, respect for others*	*Communication, social engagement, relationship-building, teamwork*	*Identifying problems, analyzing solutions, solving problems, evaluating, reflecting, ethical responsibility*
Slow down and self-reflect	✓	✓		✓	✓
Explore perspectives			✓	✓	✓
Seek facts and evidence					✓
Envision options and possible impacts		✓	✓	✓	✓
Take action	✓	✓	✓	✓	✓

What are some social and emotional challenges your students are experiencing with technology?

To answer go to: Menti.com

Enter code: 7061 6784



Menti Responses

common sense®

SEL and Digital Citizenship

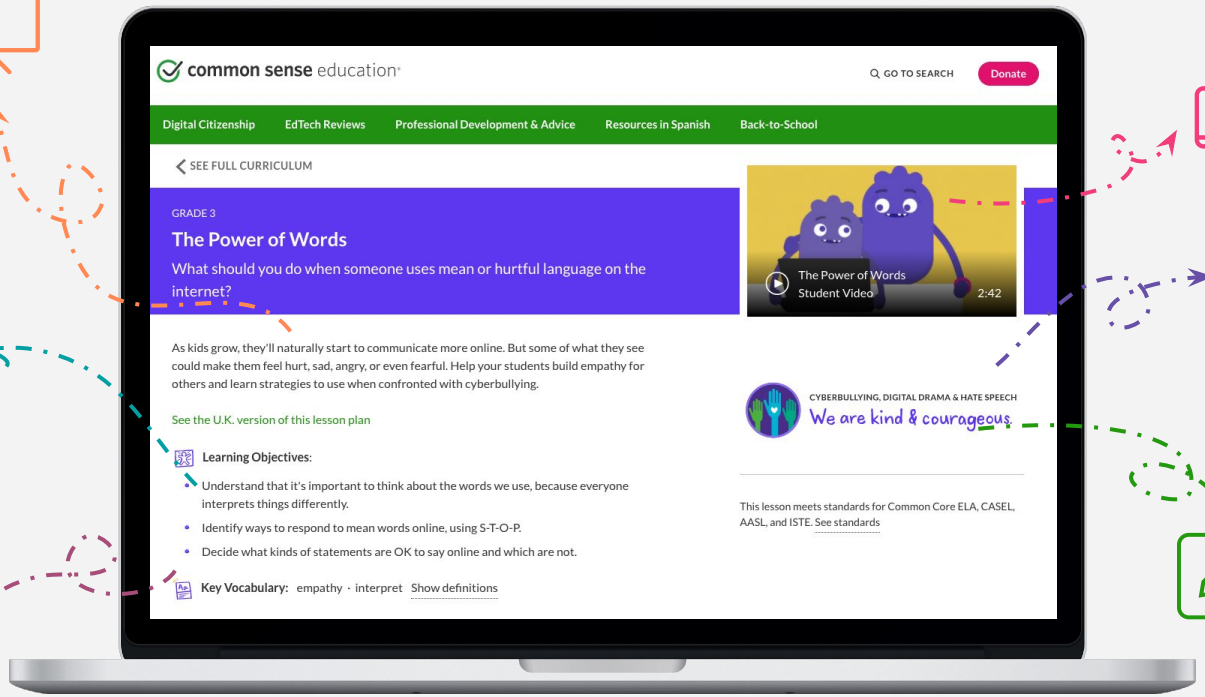
SEL IN DIGITAL LIFE **SELF-AWARENESS**	SEL IN DIGITAL LIFE **SELF-MANAGEMENT**	SEL IN DIGITAL LIFE **RESPONSIBLE DECISION-MAKING**	SEL IN DIGITAL LIFE **RELATIONSHIP SKILLS**	SEL IN DIGITAL LIFE **SOCIAL AWARENESS**
Understanding online cues Identifying Red flag feelings when using technology Reflecting on how social media impacts personal identity	Exhibiting media balance/self-discipline Managing one's emotions around media Setting goals to achieve a healthy media balance	Developing curiosity and open-mindedness Evaluating the positive and negative impacts of being online Using technology responsibly to promote personal, family, and community well-being	Maintaining healthy relationships when communicating online De-escalating digital drama Supporting their peers if they experience cyberbullying	Taking others' perspectives Showing concern about others Identifying the norms of their online communities, including unjust ones

Common Sense K-12 Digital Citizenship Curriculum

73 free online lesson plans that are teacher-friendly and easy to pick up at-a-glance

In-class activities

Spanish resources for students



Student-facing videos

Family tip sheets and activities to continue the conversation at home

Customizable presentations for every lesson for teachers to keep students engaged

common sense®

MEDIA BALANCE & WELL-BEING
We find balance in our digital lives.
PRIVACY & SECURITY
We care about everyone's privacy.
DIGITAL FOOTPRINT & IDENTITY
Hello, I am...
me
We define who we are.
RELATIONSHIPS & COMMUNICATION
We know the power of words & actions.
CYBERBULLYING, DIGITAL DRAMA & HATE SPEECH
We are kind & courageous.
NEWS & MEDIA LITERACY
We are critical thinkers & creators.
Hello, world.
We are digital citizens.

Promising Pedagogies

Address top concerns

Acknowledge the digital life and digital context in which young people are interacting within to address top concerns.

Acknowledge the complexity

Address a **diversity of perspectives** and move beyond either/or consequences.

Incorporate "dispositions"

Utilize **thinking routines** and **dilemmas/scenarios** to foster **habits of mind** and **dispositional thinking**.

Promising Pedagogies: Rings of Responsibility

Addresses **digital life as part of a larger system** that starts with the individual and is connected to a wider circle of friends, family, and the community.

Self = Personal dilemmas including impact on identity, relationships, schoolwork, reputation

Friends + Family = Moral dilemmas including between those with strong ties

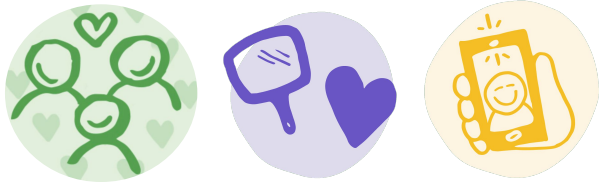
Community = Ethical + civic dilemmas including impact on wider communities

WHOLE COMMUNITY APPROACH

SEL AND DIGITAL CITIZENSHIP SKILLS & DISPOSITIONS

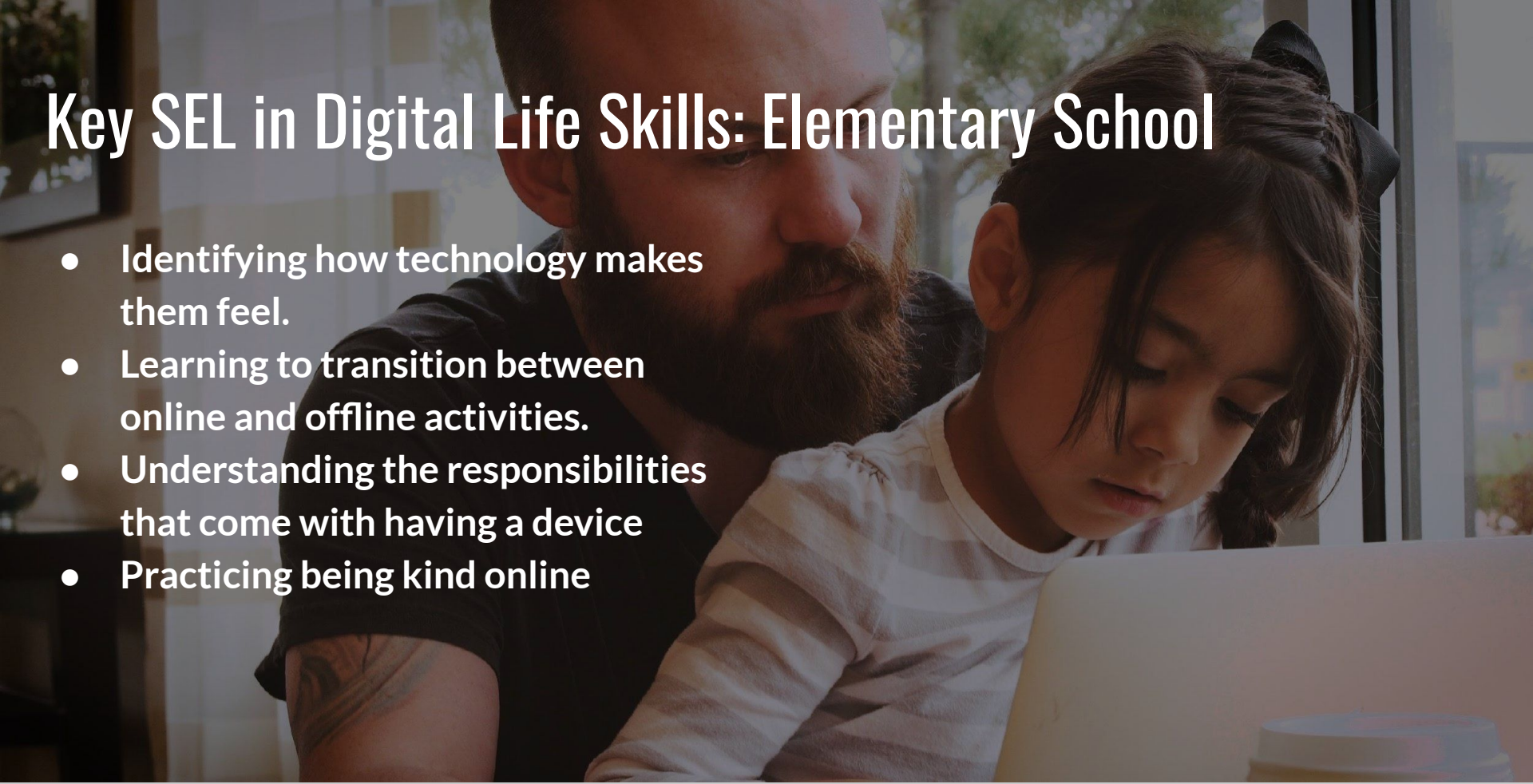
Promoting SEL in Digital Life

PROMISING PEDAGOGIES



Developmental Skills Progression & Pictures of Practice

Key SEL in Digital Life Skills: Elementary School



- Identifying how technology makes them feel.
- Learning to transition between online and offline activities.
- Understanding the responsibilities that come with having a device
- Practicing being kind online

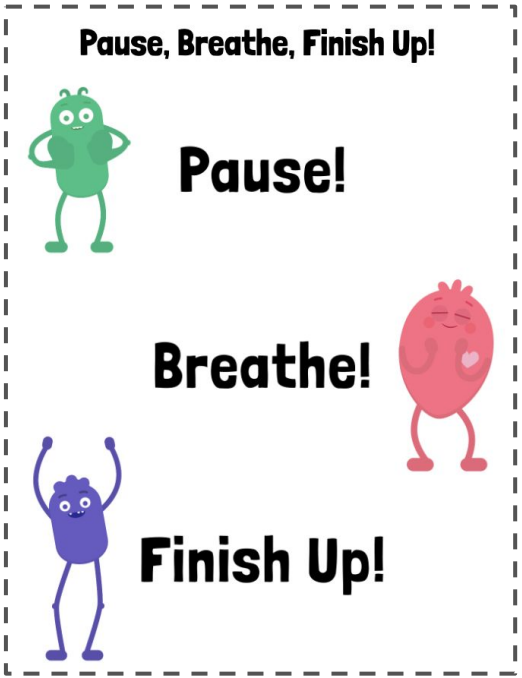
Activity Snapshot: Saying Goodbye to Tech

CASEL Focus: Self-Management

Grades: K-2

Scene 1: *Arms is at home watching TV on the couch. Arms's mom comes in and asks Arms to turn it off because they need to leave for school. Arms wants to keep watching and feels frustrated.*

Scene 2: *Legs is at school, playing a math game on a tablet. Legs's teacher says it's time to clean up and get ready for recess. Legs wants to keep playing and feels frustrated.*



Family Engagement: Conversation Starters

GRADES K–2 FAMILY CONVERSATIONS

SELF-MANAGEMENT IN DIGITAL LIFE

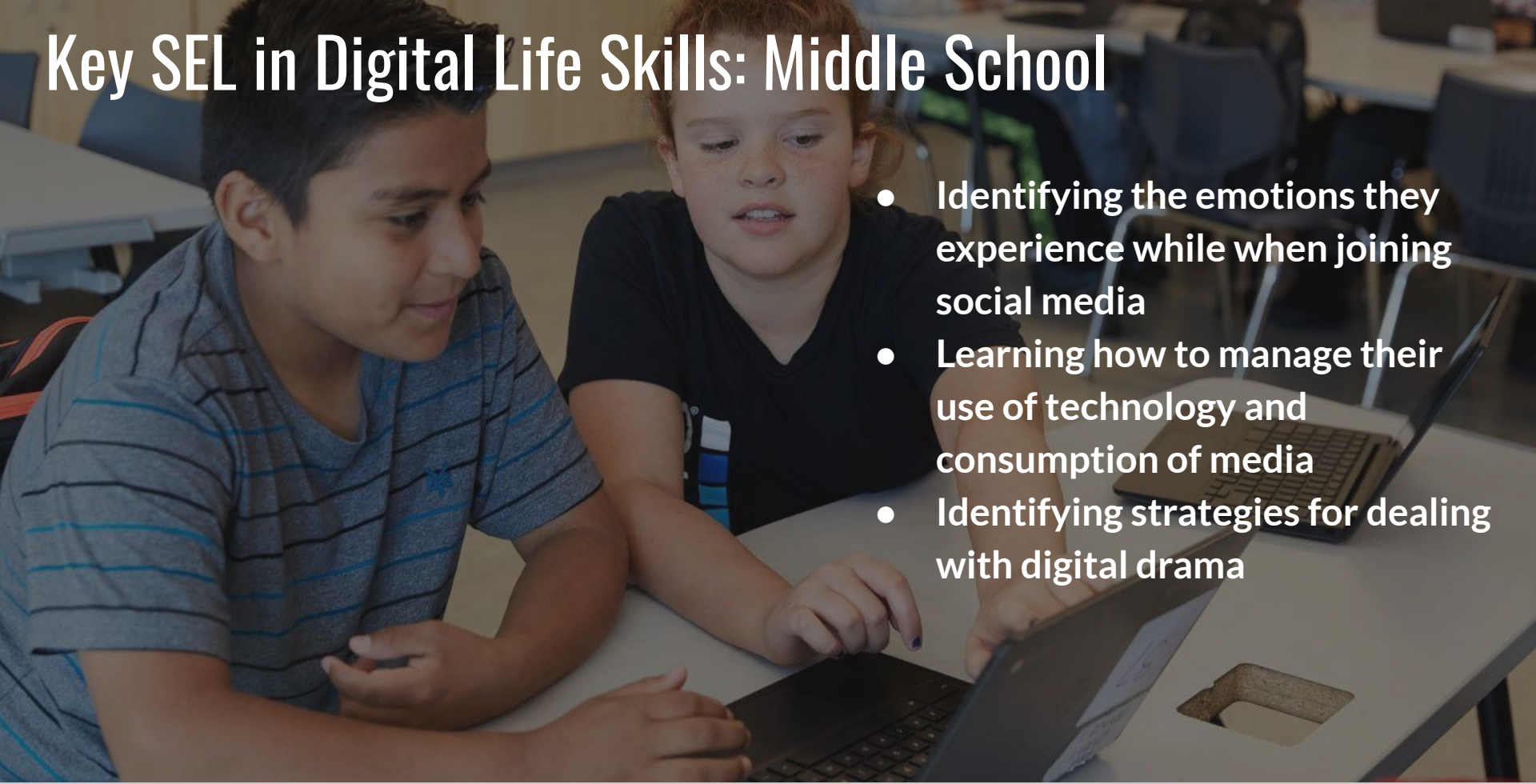
Talk About How Your Child Manages Their Emotions During Transitions

Your child is learning how to transition from an online activity to an offline one. Use these questions to talk with them about how to regulate their emotions when it's time to put the device away.

Ask these three questions:

1. *I hear you learned a strategy at school for saying goodbye to the phone, tablet, or computer when it's time to stop. Can you tell me about it?*
    - Listen for:
        - *Pause!* *[hold hands out like you're backing up]*
        - *Breathe!* *[sweep hands up chest]*
        - *Finish up!* *[wave goodbye with both hands]*
2. *How do you feel when your time watching TV or using your tablet is over and you have to turn it off?*
3. *Why is it important to stop what you're doing and **pause** for people, even if you don't want to?*

Key SEL in Digital Life Skills: Middle School

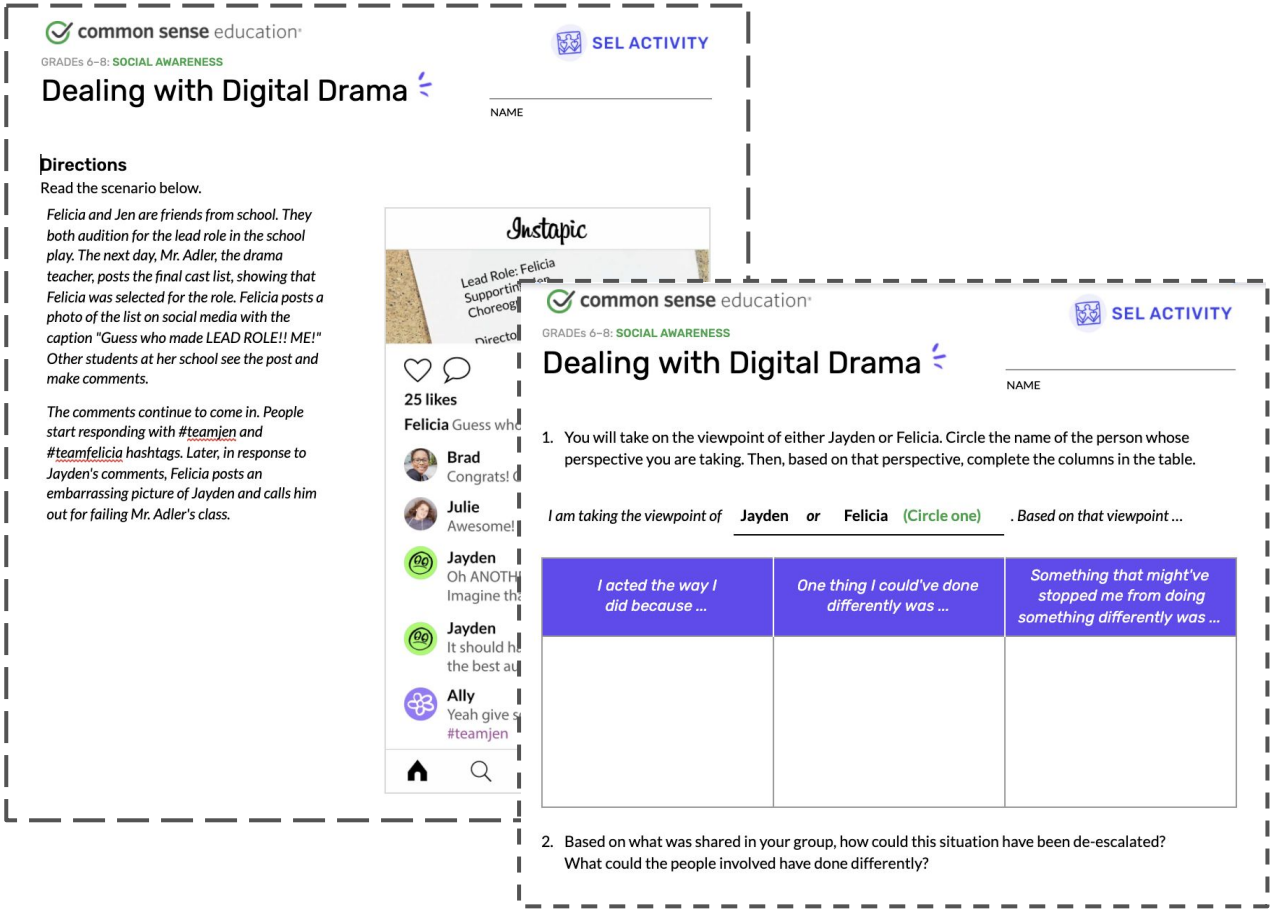


- Identifying the emotions they experience while when joining social media
- Learning how to manage their use of technology and consumption of media
- Identifying strategies for dealing with digital drama

Activity Snapshot: Digital Drama

CASEL Focus: Social Awareness

Grades: 6-8



common sense education

GRADEs 6–8: SOCIAL AWARENESS

Dealing with Digital Drama

SEL ACTIVITY

NAME

Directions

Read the scenario below.

Felicia and Jen are friends from school. They both audition for the lead role in the school play. The next day, Mr. Adler, the drama teacher, posts the final cast list, showing that Felicia was selected for the role. Felicia posts a photo of the list on social media with the caption "Guess who made LEAD ROLE!! ME!" Other students at her school see the post and make comments.

The comments continue to come in. People start responding with #teamjen and #teamfelicia hashtags. Later, in response to Jayden's comments, Felicia posts an embarrassing picture of Jayden and calls him out for failing Mr. Adler's class.

Instapic

25 likes

Brad

Julie

Jayden

Jayden

Ally

common sense education

GRADEs 6–8: SOCIAL AWARENESS

Dealing with Digital Drama

SEL ACTIVITY

NAME

1. You will take on the viewpoint of either Jayden or Felicia. Circle the name of the person whose perspective you are taking. Then, based on that perspective, complete the columns in the table.

I am taking the viewpoint of **Jayden** *or* **Felicia** (Circle one) *. Based on that viewpoint …*

I acted the way I did because …	*One thing I could've done differently was …*	*Something that might've stopped me from doing something differently was …*

2. Based on what was shared in your group, how could this situation have been de-escalated? What could the people involved have done differently?

common sense®

TEEN VOICES
DEALING WITH DIGITAL DRAMA

Key SEL in Digital Life Skills: High School

- Identifying how to use technology in a way that feels healthy
- Being responsible for their digital footprint on social media
- Responding to social issues like the presence of online hate speech

Activity Snapshot: Impacts of Digital Footprint

CASEL Focus: Responsible Decision-Making

Grades: 9-12

common sense education

SEL ACTIVITY

GRADES 9–12: **RESPONSIBLE DECISION-MAKING**

Perspectives on Posting

NAME

Scenario

Alex and Joran are good friends. One day when they're hanging out after school, Joran decides to carve profanity into the sign out front that shows the school name, as a joke. Alex takes a picture of Joran doing it, tags him, and shares it on social media. Aimee and Max, a couple of friends on social media, see it. Aimee responds with "haha" and a thumbs-up emoji, and Max adds a surprised-face emoji.

A few days later, Alex and Joran get called to see Ms. Varma, the principal, who shows them the photo on her screen. They don't know how she saw the photo. She tells them that Joran will be expelled from school, and Alex will be suspended for three days. Alex serves his suspension and returns to school. Joran is forced to find a new school, which ends up being far from his home and in a place where he doesn't know any other students.

1. Pick one person in the scenario (Alex, Joran, Aimee, or Max). What impact did their choices have on the outcome of the scenario?

Which of the 5 CASEL competencies feels like the most relevant to address the social and emotional challenges you previously identified?

To answer go to: Menti.com

Enter code: 7061 6784

Menti Responses

common sense®

CASEL-aligned short activities for elementary, middle and high school

Family conversation starters, available in Spanish and English

Teacher's Essential Guide to SEL in Digital Life

SEL IN DIGITAL LIFE RESOURCE CENTER

common sense education

SEL in film lesson plans

Professional learning resources

commonsense.org/education/SEL

SEL IN DIGITAL LIFE: SKILLS & DISPOSITIONS PROGRESSION

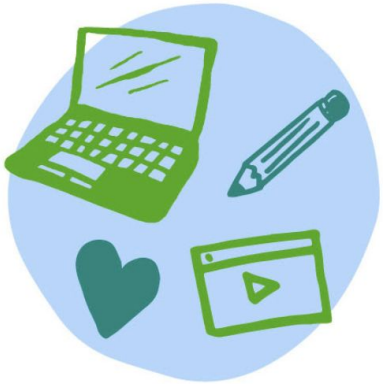
common sense education

	K–2	3–5	6–8	9–12
SELF-AWARENESS	**My Feelings When Using Technology** • Recognize and identify the various feelings they can experience when using technology. • Reflect on the kinds of online activities they engage in that might give them a negative feeling.	**Our Responsibilities Online** • Recognize the relationship between behaviors and emotions. • Understand how their behaviors can affect themselves and others. • Reflect on what it means to be their best selves when using technology.	**Oversharing and Your Digital Footprint** • Reflect on how being on social media can impact their emotions, behavior, and identity. • Identify ways to make the most of social media while still caring for themselves and others.	**Who Are You on Social Media?** • Define what the positive use of technology looks like in their life. • Analyze the benefits and drawbacks of representing different parts of their real self online.
SELF-MANAGEMENT	**Saying Goodbye to Technology** • Develop a strategy to regulate their feelings when they need to put their device away. • Learn to transition between online and offline activities.	**My Media Balance** • Reflect on how their media choices impact the way they feel. • Begin to develop their own definition of a healthy media balance.	**Checking Our Digital Habits** • Identify what online activities contribute to their emotional well-being. • Create a plan to balance their online and offline activities.	**Screen Time: How Much Is Too Much?** • Develop strategies to help achieve media balance. • Understand that some apps and platforms use addictive design principles and identify strategies they can use to keep themselves from "getting hooked."
RESPONSIBLE DECISION-MAKING	**Traveling Safely Online** • Know how to stay safe when going online (e.g., *asking for permission from a grownup when using a device or going online, not talking to strangers*). • Know what to do when they experience a negative feeling when using technology.	**How Can You Be an Online Superhero?** • Understand the responsibilities that come with owning or having access to a device. • Understand the difference between private and personal information and how to keep private information safe.	**Who Are You Talking to Online?** • Identify the risks and potential opportunities of connecting with people online. • Know how to stay safe when interacting with people they have only met online.	**Perspectives on Posting** • Reflect on their responsibilities when posting information about others online. • Understand how their digital footprint can impact their reputation and that of others.
RELATIONSHIP SKILLS	**Use Your Heart When You're Online** • Understand the importance of being kind to others when online. • Reflect on things they can do to be kind and respectful to others online (e.g., *putting their device away when someone is talking to them or if a friend invites them to play*).	**Gaming with Positivity** • Show empathy towards others online. • Be able to take other people's perspectives into consideration when communicating or playing online. • Understand ways to de-escalate or step away from conflict online.	**Friendships & Social Media** • Develop positive relationships online and offline. • Understand how constant connectivity can affect them and their relationships • Identify and manage potential social stressors (e.g. number of followers, likes/views, etc.).	**Friendships & Boundaries Online** • Reflect on how their relationships are affected by devices and the internet. • Identify the qualities of healthy and rewarding relationships. • Establish healthy boundaries when using social media to connect with friends
SOCIAL AWARENESS	**Standing Up to Online Meanness** • Understand how online meanness can make people feel. • Identify ways to respond to be kind and respond to mean words online.	**The Words We Choose** • Reflect on the impact that words can have on others when communicating online. • Understand what cyberbullying is and identify ways to be an upstander when they witness cyberbullying.	**Dealing with Digital Drama** • Understand how communicating online can escalate digital drama. • Identify strategies to de-escalate conflicts online or digital drama.	**The Impacts of Online Hate Speech** • Understand how online environments contribute to the spread of online hate. • Develop the cultural awareness to support their peers when they are confronting online hate.

Digital Citizenship Week: October 18-22nd

Help students reflect on how their digital lives impact their social and emotional well-being in three simple steps.

Engage students with daily activities



Build your digital citizenship roadmap

Promote digital citizenship in your community

www.commonsense.org/education/digital-citizenship-week

Questions

common sense education®

Be the first to know about new resources.

commonsense.org/**education**

commonsensemedia.org/**newsletters**

@CommonSenseEd

@CommonSenseEducators