

Lesson Plan developed during the [DigCompHub project](#)'s 4th Mentoring cycle.

## Well-being and digital devices

by **Salvatore Matta**, teacher of Italian language literacy for foreign learners at CPIA 4 Oristano,  
based on the DigCompHub MLR3 resource: [EcoDigital Life–Well-being and Sustainability in the Digital Era](#)

**Target audience:** adult foreign learners with A1/A2 proficiency in the Italian language (CEFR).

### Objectives:

1. Make students aware of the impact of digital devices and social media on their physical, mental, and social well-being.
2. Develop a more balanced and healthy use of technology, while promoting lifestyles that support overall well-being.
3. Improve communication and language skills in Italian L2 by exploring topics relevant to daily life.

**Durata:** approximately 180 minutes.

### Materials needed:

- A. Computer/Laptop, IWB (Interactive Whiteboard): for preparing materials, showing images, videos, texts, collaborative activities, projecting, and managing online content.
- B. Mobile devices (smartphones/tablets): for accessing digital resources or interactive tasks.
- C. Consumables: coloured markers, A4 sheets/notebooks, large posters, glue, scissors, post-its or small notes.
- D. Set of themed images
- E. Simplified and adapted texts
- F. Predefined worksheets/tables and a concept map or template

## Lesson Structure

The proposed activities are based on the content and prompts from MLR3 *EcoDigital Life – Wellbeing and Sustainability in the Digital Era*, particularly from the *Wellbeing* and *Social Media Health* sections.

The lesson includes three phases: 1. Introducing and identifying the topic; 2. Critical reflection on the various aspects and issues; 3. Formulating concrete suggestions to resolve issues and adopt a healthier lifestyle.

Language learning objectives are not explicitly listed, focusing instead on the broader educational goals related to the digital-wellbeing relationship.

### PHASE 1 – Identifying the Topic

#### 1.a Free Brainstorming Activity

Each learner shares their habits to bring out personal experiences in a simple and guided way, and compares them with others' experiences.

#### Prompt questions:



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- What do you usually do with your phone or computer? (Watch videos? Talk to friends/family? Search for info? Play games?)
- Are you usually sitting or standing when using your phone/computer?
- Do you sit for long periods?
- Do you like to move? Walk? Exercise?
- Do you like being outdoors? Going to the park or the sea?
- Do you think being active and outdoors is important? Why?

### 1.b Guided Description and Discussion with Images

**Objectives:** Reflect on digital habits and their physical effects, promoting awareness of physical activity importance. The topic of negative effects from excessive use of devices/social media is introduced by contrasting it with positive habits, using prepared images.

#### Examples

Using simple language, the teacher illustrates images about different types of situations:

- Poor posture at a computer, back pain, etc.
- Positive uses: someone happily video chatting with distant relatives, someone enjoying a video or other digital content.
- Healthy activities and socializing with others: walking on the beach, friends laughing at a café.

Images presentation is accompanied by guiding questions:

- Have you ever felt this way?
- Is this posture good for the body?
- Is this activity healthy/fun or tiring/stressful?
- Why does this person seem happy/sad?
- Do you like being in a place like this? How does it make you feel?

## PHASE 2 – Critical Reflection on the Topic

### 2.a Risk Assessment Activity

**Objectives:** broaden the vocabulary relating to well-being (physical fitness, correct posture, good mood) and discomfort (stress, anxiety, bad mood). Reflect about the complexity of the notion of well-being and the interdependence of physical and mental well-being.

1. After reading MLR3 sections *Physical Wellbeing and Posture*, *Social Media and Mental Health*, and watching the video “Social Media and Mental Health: 5 Steps to Healthier Habits”, learners are given real-life situations to analyse.
2. A table lists the different scenarios, and learners are asked to mark whether each represents a risk to:
  - Physical well-being
  - Mental well-being
  - Or both

### 2.b Debate

**Objectives:** Develop critical thinking regarding digital devices, weigh pros and cons, understand the balance between necessary and excessive use.

1. Class splits into four teams, facing off in debates. One defends the positives, the other presents negatives of different digital-related scenarios.
2. Images are projected by the teacher on the White Board, e.g., of a player totally absorbed by a video game on her PC; two people WhatsApp messaging; a trainer delivering an online course). Each pair of teams prepares arguments about one of the images
3. Team members first discuss internally to identify the arguments for the debate. For learners with low L2 proficiency, pre-defined pros and cons can be prepared in advance in arguments lists to be chosen from.
4. After each round, observing teams vote and give feedback on their peers' debate.

## PHASE 3 – Formulating Concrete Suggestions

### 3.a Reading Comprehension Activity

**Objectives:** Understand what “digital detox” means, reflect on essential digital uses, develop a critical attitude, and adopt healthier habits in the use of digital devices and services.

1. Reading of a simplified and translated article from MLR3: *“How to Do a Digital Detox Without Unplugging Completely”*.
2. Multiple-choice questionnaire.

### 3.b Well-being Agenda

**Objectives:** Reflect on digital habits, their daily-life impact, and define realistic actions for mindful tech use and healthy habits.

1. The teacher illustrates the assignment to create a personal Well-being Agenda – a small plan for using digital devices better and including feel-good activities. She makes clear the goal is not to stop using digital devices, but rather find a balance in their usage.
2. Examples are provided of sentences about things to do or avoid doing in different moments of the day: e.g. “In the morning, I don’t check my phone right after waking up. I rather eat breakfast.” “After school, I go for a 30-minute walk.”
3. Each student writes a short weekly habit list promoting healthy, balanced tech use.

### 3.c The Well-being Decalogue

**Objectives:** Collaborate to summarize key ideas into a shared, and easy to memorise product. Provide examples of responsible digital use and social/physical balance.

1. Students share their Well-being Agenda ideas, and organise them into a concept map (e.g., actions for physical, social well-being, habits to avoid).
2. The class creates a 10-rule Well-being Decalogue as a poster, visual project, or video, emphasizing digital responsibility and overall health.

## - DigComp competences addressed by the lesson plan -

**1.2. Evaluating data, information and digital content:** *This competence implies the ability to critically evaluate content presented on social media, recognising its potential bias, its emotional impact and possible risks.*

**2.1. Interacting through digital technologies:** *In the lesson, reference is made to the need to carve out spaces for ‘real’ sociability, in order to avoid reducing connections between people to the use of social messaging systems alone. Consequently, it is encouraged to build and maintain healthy and balanced interactions with others, also through a moderate use of social media (in DigComp: ‘...understand which communication tools are most appropriate in a given context’).*

**4.3. Protecting health and well-being:** *This is the central theme of the lesson, both when it discusses how the prolonged use of digital devices can negatively affect posture and physical health, and when it highlights the impact of social media on mental health. It then emphasises the need to manage interactions and set boundaries to maintain a positive relationship with these platforms (in DigComp: ‘...avoid health risks and threats to mental and physical well-being when using digital technologies’).*

**5.2. Identifying needs and technological responses:** *Although not explicitly formulated as a ‘technological need and response’, the paragraph ‘Physical Wellbeing and Posture’ implicitly suggests responses (such as the use of an external keyboard and mouse, chair and screen height adjustment) to address the need to prevent physical problems arising from the use of digital devices (in DigComp: ‘... Adapt and customise digital environments according to personal needs e.g. accessibility’).*