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
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
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.
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

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

Kids & Tech: What’s at Stake?
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

<table>
<thead>
<tr>
<th>More time</th>
<th>About the same amount of time</th>
<th>Less time</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>20</td>
<td>7</td>
</tr>
</tbody>
</table>

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?

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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:

- 65% LGBTQ+
- 31% Non-LGBTQ+

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:

- 51% COVID-19 in family
- 36% No COVID-19 in family

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

<table>
<thead>
<tr>
<th>Type</th>
<th>2018</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racist</td>
<td>12%</td>
<td>23%</td>
</tr>
<tr>
<td>Sexist</td>
<td>15%</td>
<td>21%</td>
</tr>
<tr>
<td>Homophobic</td>
<td>13%</td>
<td>21%</td>
</tr>
</tbody>
</table>

Coping with COVID-19: How Young People Use Digital Media to Manage Their Mental Health (2021)
Growing influence of technology in young people’s daily lives for learning, socializing, and working

Digital media can be a resource and coping mechanism for social and emotional needs

Digital content exacerbates existing inequalities

Digital life presents unique challenges such as misinformation and online hate speech.

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
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.
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

<table>
<thead>
<tr>
<th>CASEL</th>
<th>Self-Awareness</th>
<th>Self-Management</th>
<th>Social-Awareness</th>
<th>Relationship Skills</th>
<th>Responsible Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identifying emotions, accurate self-perception, recognizing strengths, self-confidence, self-efficacy</td>
<td>Impulse control, stress management, self-discipline, self-motivation, goal-setting, organizational skills</td>
<td>Perspective-taking, empathy, appreciating diversity, respect for others</td>
<td>Communication, social engagement, relationship-building, teamwork</td>
<td>Identifying problems, analyzing solutions, solving problems, evaluating, reflecting, ethical responsibility</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Step</th>
<th>Self-Awareness</th>
<th>Self-Management</th>
<th>Social-Awareness</th>
<th>Relationship Skills</th>
<th>Responsible Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slow down and self-reflect</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Explore perspectives</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Seek facts and evidence</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Envision options and possible impacts</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Take action</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
What are some social and emotional challenges your students are experiencing with technology?

To answer go to: Menti.com

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**SEL and Digital Citizenship**

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

We are digital citizens.

We find balance in our digital lives.

We care about everyone’s privacy.

We define who we are.

We know the power of words & actions.

We are kind & courageous.

We are critical thinkers & creators.
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

Promoting SEL in Digital Life

SEL AND DIGITAL CITIZENSHIP SKILLS & DISPOSITIONS

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
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.

Activity Snapshot: **Saying Goodbye to Tech**

**CASEL Focus:** Self-Management

**Grades:** K-2
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?
Identifying the emotions they experience while 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
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

Perspectives on Posting

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
SEL IN DIGITAL LIFE RESOURCE CENTER

- CASEL-aligned short activities for elementary, middle and high school
- Family conversation starters, available in Spanish and English
- SEL in film lesson plans
- Teacher's Essential Guide to SEL in Digital Life
- Professional learning resources

commonsense.org/education/SEL
# SEL in Digital Life: Skills & Dispositions Progression

<table>
<thead>
<tr>
<th>SEL in Digital Life</th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Awareness</strong></td>
<td>My Feelings When Using Technology</td>
<td>Recognize and identify the various feelings they can experience when using technology.</td>
<td>Our Responsibilities Online</td>
<td>Recognize the relationship between behaviors and emotions.</td>
</tr>
<tr>
<td></td>
<td>Reflect on the kinds of online activities they engage in that might give them a negative feeling.</td>
<td>Understand how their behaviors can affect themselves and others.</td>
<td>Identify ways to make the most of social media while still caring for themselves and others.</td>
<td>Reflect on what it means to be their best selves when using technology.</td>
</tr>
<tr>
<td><strong>Self-Management</strong></td>
<td>Saying Goodbye to Technology</td>
<td>Develop a strategy to regulate their feelings so they can put their device away.</td>
<td>My Media Balance</td>
<td>Reflect on how their media choices impact the way they feel.</td>
</tr>
<tr>
<td></td>
<td>Learn to transition between online and offline activities.</td>
<td>Begin to develop their own definition of a healthy media balance.</td>
<td></td>
<td>Create a plan to balance their online and offline activities.</td>
</tr>
<tr>
<td><strong>Responsible Decision-Making</strong></td>
<td>Traveling Safely Online</td>
<td>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).</td>
<td>How Can You Be an Online Superhero?</td>
<td>Understand the responsibilities that come with owning or having access to a device.</td>
</tr>
<tr>
<td></td>
<td>Know what to do when they experience a negative feeling when using technology.</td>
<td>Understand the difference between private and personal information and how to keep private information safe.</td>
<td></td>
<td>Understand how to stay safe when interacting with people they have only met online.</td>
</tr>
<tr>
<td><strong>Relationship Skills</strong></td>
<td>Use Your Heart When You're Online</td>
<td>Understand the importance of being kind to others when online.</td>
<td>Gaming with Positivity</td>
<td>Show empathy towards others online.</td>
</tr>
<tr>
<td></td>
<td>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).</td>
<td>Be able to take other people's perspectives into consideration when communicating or playing online.</td>
<td>Understand how constant connectivity can affect them and their relationships.</td>
<td>Identify and manage potential stressors (e.g., number of followers, likes/views, etc.).</td>
</tr>
<tr>
<td><strong>Social Awareness</strong></td>
<td>Standing Up to Online Meaness</td>
<td>Understand how online meanness can make people feel.</td>
<td>The Words We Choose</td>
<td>Reflect on the impact that words can have on others when communicating online.</td>
</tr>
<tr>
<td></td>
<td>Identify ways to respond to be kind and respond to mean words online.</td>
<td>Understand what cyberbullying is and identify ways to be an upstander when they witness cyberbullying.</td>
<td>Identify strategies to de-escalate conflicts online or digital drama.</td>
<td>Develop the cultural awareness to support their peers when they are confronting online hate.</td>
</tr>
</tbody>
</table>
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
Be the first to know about new resources.

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