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Raising Middle School Students' Awareness of Relationship Risks Associated with Technology

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A Capstone project for the Bachelor of Arts in Human Development and Family Studies

Introduction

Increasing middle school students' awareness of relationship risks associated with electronic technology is the main focus of this capstone project. With the prevalence of technology in teenagers' lives, many may not fully grasp the potential dangers of digital communication with friends and romantic partners. Although there are many advantages to using smartphones, tablets, and other technologies, there may also be drawbacks. Physical health concerns, eye strain Digital eye fatigue, eye strain, and pain can result from prolonged screen use. Overuse of tablets and smartphones can lead to bad posture, which can cause back and neck pain. Sleep disturbances by inhibiting the generation of melatonin, blue light from screens can cause sleep patterns to be disturbed, particularly right before bed. Distractions from technology during in-person interactions can hinder genuine connections (Anderson, 2016).Increased reliance on technology for communication may lead to an increase in loneliness, particularly in older adults who may view these transactional interactions as their main social interaction source. This capstone project aims to develop a three-session curriculum focusing on technology's role in relationships. Each session delves into specific aspects: identifying cyber risks, promoting digital safety, and enhancing interpersonal communication skills. This curriculum was implemented in the after-school program at Los Arboles Middle School in Marina, California.

Need Statement

Electronic communication has largely taken the place of, or complemented, face-to-face conversation among teens. Text messaging, chatting, video conferencing (like FaceTime or TikTok), and communication on social networking sites (such as publishing comments and conversing) are all examples of electronic communication that adolescents use. Despite the rapid

acceptance of electronic communication, few teenagers are aware of the risks associated with it, and some teenagers use it to engage in risky behaviors (Lenhart, Purcell, Smith, & Zickuhr, 2010). Teenagers frequently utilize technology in their relationships, so it is possible that they are unaware of the potential risks this poses to their mental and emotional health, their happiness, and the quality of their romantic connections. For my capstone project, I was teaching middle school students about the responsible use of technology for three days in an effort to raise their awareness of online safety and privacy risks and to alter their behavior towards more secure and mindful technology use. Being "tech savvy" has become essential in today's digital environment. Adolescents should be taught how to use technology and acquire the abilities necessary to navigate and comprehend the digital world.

Adolescence is a pivotal developmental period characterized by significant psychological, physical, and social changes. During this stage, expanding peer relationships and the initiation of romantic relationships are key features, marking a shift from childhood dependencies to more complex social dynamics. Teenagers begin to explore their identity, independence, and intimacy, which are often mediated through their interactions with peers. Electronic technology, such as social media platforms, texting, and instant messaging, plays a critical role in these relationships. It provides a medium through which adolescents can maintain constant contact, express themselves, and establish social connections and romantic relationships beyond the constraints of physical proximity. For many teenagers, digital interactions can enhance friendship quality and romantic intimacy by providing additional channels for communication. However, while these technologies facilitate new opportunities for social connection, they also introduce challenges. The pervasive nature of digital communication can lead to misunderstandings, pressure to conform to group norms, and exposure to risky behaviors.

As adolescents navigate these complex social landscapes, understanding the nuances of electronic communication becomes crucial to maintaining healthy relationships and protecting their mental and emotional well-being.

The prevalence of electronic technology in teenagers' daily lives is remarkably high, as evidenced by their frequent use of popular social media platforms. According to recent surveys, thirty-five percent of teenagers report using platforms such as Facebook, Instagram, Snapchat, TikTok, and YouTube "almost constantly." Specifically, adolescents are most active on TikTok and Snapchat, with YouTube usage closely following. Among these, a quarter of teenagers engaged with TikTok or Snapchat indicate that they use these applications nearly incessantly. Additionally, twenty percent of teenagers who frequent YouTube also report similar usage rates. A comprehensive study reveals that a staggering 88% of adolescents possess their own smartphones, which facilitates their constant connectivity and interaction with these digital platforms.

One risk of adolescents' use of electronic media is cyberbullying. Cyberbullying is an aggressive behavior when people use technology to hurt or upset other people (Slonje, Smith, & Frisén, 2013). According to Kowalski, Limber, and Agatston (2008), between 10% and 40% of teenagers report having been victims of cyberbullying. According to a recent poll, the majority of parents of teenagers said they regularly talk to their children about acceptable internet conduct (Anderson, 2016). Still, a lot of teenagers have suffered because of cyberbullying. According to one study, teens who experienced cyberbullying had higher rates of depression and suicidal thoughts (Dempsey, Sulkowski, Nichols, & Storch, 2009). According to Hinduja and Patchin (2017), peer-based and educational initiatives should be implemented in schools to decrease cyberbullying and enhance peer support in cases where it does occur.

The growing trend of sexting among teenagers is increasingly becoming a concern for parents. Sexting involves the exchange of sexually explicit messages, videos, or photos among peers and is now a prevalent aspect of teen development. Much of the current research focuses on how peer interactions contribute to sexting behaviors. However, the influence of sexting on social skills and the quality of friendships is not as thoroughly investigated, leaving a gap in understanding its full impact on adolescent social development. This study uses two hierarchical regression models to better explore how sexting relates to social competence and the dynamics of friendships. A meta-analysis by Klettke, Hallford, and Mellor (2014) observed that the average rate of sending sexually explicit texts or photos among minors is approximately 10.2%, which rises to nearly 11.96% when only photo exchanges are considered. Furthermore, research by Rice et al. (2014) suggests that adolescents who engage in sexting are also more likely to be involved in other sexual activities than their non-sexting peers.

In more recent times, riskier sexual behaviors, such as not using condoms during the last sexual experience, have been linked to sexting (Rice et al., 2018). Additionally, sexting has been connected to objectification of the body and reduced self-esteem, which are both linked to sexual impairment and dissatisfaction (Bianchi, Morelli, Baiocco, & Chirumbolo, 2017). Adolescence is the starting point for extortion associated with initial sexting, in which the victim is forced to create more photographs or participate in behaviors that pique the receiver's interest (Wolak, Finkelhor, Walsh, & Treitman, 2017). According to Cooper, Quayle, Jonsson, and Svedin (2016), sexting has been linked to power imbalances, victimization of women, and a more traditional perspective of women, all of which may be detrimental to teenage romantic relationships.

Theory

Erik Erikson's psychosocial theory is a comprehensive model that outlines the eight stages of human development, each characterized by different psychological conflicts that can impact overall growth and personality. This theory explores the formation of identity and the development of a deep sense of self, positing that each stage must be successfully resolved for optimal social and emotional development (Erikson, 1950). One of the key claims of Erikson's theory is that failure to successfully complete a stage can result in a reduced ability to move through subsequent stages, which may lead to a more troubled life course development.

The stage particularly relevant to my project is the "Identity versus Role Confusion" stage, which typically occurs during adolescence. Erikson described this stage as critical for the development of a personal identity and a sense of self that integrates various aspects of the individual's life (Erikson, 1968). During this period, adolescents explore their independence and develop a sense of who they are, which is influenced by their new cognitive skills and social experiences. This stage is crucial because the outcome's identity achievement or role confusion can significantly influence an individual's subsequent path.

In understanding the adolescents I worked with, Erikson's theory and characteristics of the Identity versus Role Confusion stage were instrumental. Recognizing that teenagers are navigating the complexities of their identities helped me appreciate the depth of their struggle with role exploration and identity formation. This understanding shaped the development of my lessons and materials. For instance, in designing the technology use curriculum, I incorporated activities that support identity exploration in a digital context. The lessons encourage students to reflect on how they present themselves online and how these presentations align with their perceived identity. This approach not only addresses Erikson's stage-specific challenges but also leverages them as opportunities for guided self-discovery and learning. By fostering a supportive

environment for exploring these aspects, the curriculum aims to aid adolescents in achieving a coherent sense of identity, which Erikson suggests is vital for moving successfully into later stages of development (Erikson, 1968).

Consideration of Diversity

My project was conducted at Los Arboles Middle School's After School Program. According to the School Accountability Report Card, the demographic composition of LAMS includes 56% Hispanic, 16% Asian, 13% White, 8% Black, 5% Native Hawaiian or Other Pacific Islander, 1% Native American, and 1% identifying as two or more races. Additionally, 73% of the students are considered socioeconomically disadvantaged. The report also indicates that a significant portion of the student body are English language learners, comprising 34% of the school's population, highlighting the diversity in language proficiency among the students. Given the diverse demographics of Los Arboles Middle School, several diversity characteristics were carefully considered when planning the curriculum and activities for my project.

Socioeconomic Status (SES): A significant 73% of the students at LAMS are considered socioeconomically disadvantaged. This key statistic informed the planning of my lessons to ensure that they are accessible to students who might not have regular access to advanced technology at home. To accommodate this, I integrated more basic technological tools that are more likely to be available in their homes, and included alternative assignments that do not require technology. This approach helps ensure that all students, regardless of their home resources, have the opportunity to participate fully and benefit from the activities.

Age: The program was tailored specifically for young adolescents, recognizing their unique developmental needs and interests. The lessons were designed to be engaging and interactive, using language and concepts that are appropriate for middle school students. This

includes the use of scenarios and examples that resonate with their everyday experiences and challenges, which helps in keeping the material relevant and relatable.

Cultural Diversity: With a student body comprising 56% Hispanic, 16% Asian, and smaller percentages of other ethnicities, cultural sensitivity was paramount. The materials and lessons were crafted to be inclusive and respectful of all backgrounds. Discussions and content explicitly acknowledged and celebrated cultural diversity, incorporating multicultural perspectives to enrich the learning experience and promote an inclusive atmosphere. This approach not only enhances relevance but also fosters a sense of belonging and respect among students from various cultural backgrounds.

By addressing these diversity characteristics in the planning stages, the project was designed to be inclusive, engaging, and educational for all participants, ensuring that the lessons are both accessible and meaningful to every student.

Learning Outcomes

I provided three 45-minute lessons focused on digital literacy and online safety to middle school students at Los Arboles Middle School who are enrolled in the after school program.

By the end of the project participants will be able to:

1. recognize cyberbullying across media types (such as texting, Facebook, etc.).
2. Identify two dangers of sexting.
3. List three negative consequences of ongoing smartphone use.

Method

Locations and Participants

My project was conducted at Los Arboles Middle School Marina, CA, After School Program. There were 28 students participating in my project. The student's gender was fifteen boys and thirteen girls. The students were in seventh and eighth grade.

Procedures and Materials

In the first lesson , I gave a brief introduction and explained that my purpose for being in the session was to educate the students about cyberbullying, its impacts, and the importance of digital citizenship. I then asked the students to define cyberbullying. To facilitate a deeper understanding, I encouraged the students to divide into groups and brainstorm all the possible ways someone could be cyberbullied once we had a working definition. After about 10 minutes, I asked the groups to report out, and I recorded their methods on the board, adding overlooked potential channels for cyberbullying. Next, using information from https://cyberbullying.org/bullying-laws/california, I discussed the legal ramifications of cyberbullying. I followed this with a video from https://www.youtube.com/watch?v=OpQuyW_hISAvideo, which helped to illustrate real-life scenarios of cyberbullying. After the video, I facilitated a fifteen-minute discussion on strategies to prevent cyberbullying. To reinforce the session's messages, I distributed anti-cyberbullying stickers at the end.

The focus of the second lesson was to enhance the students' understanding of sexting and its implications. I began the session by asking the students to define sexting, and I recorded their responses on the board. Following this, the participants completed a true/false pre-test designed to gauge their existing knowledge and beliefs about sexting, as outlined in Appendix A. My presentation then delved into the current research and perspectives on sexting, detailed in Appendix B. Throughout the lecture, I moderated a lively discussion as students raised various

points and questions. To conclude, we revisited the pre-test; I reviewed the answers with the class and addressed any misconceptions or concerns they had regarding sexting.

On the final day of the workshop, I focused on helping students critically assess their cell phone usage and understand its potential risks. I started by giving each participant a half-page of paper and asked them to list their top three cell phone activities, sharing my own examples to guide them:

1- Send texts to my buddies.

2- Make to-do lists.

3- Take pictures of my activities for posting online.

After everyone shared their lists aloud, we worked together to rank these activities in terms of their value and practicality. This exercise led to a discussion on whether these tasks could be accomplished without a phone. Following this, I conducted a quiz using Plickers.com to gauge their understanding of the risks associated with excessive cell phone use, with specific questions listed in Appendix C. To conclude the session, I distributed a summary sheet where participants were asked to note down three new risks they learned about cell phone

Results

The first learning objective required participants to identify specific examples of cyberbullying across various media platforms, such as Facebook and messaging apps. I anticipated each participant to list at least three distinct instances of cyberbullying. However, the outcome of this exercise was only partially successful. During our discussion on cyberbullying, I noted an unexpected focus on Facebook, where participants collectively identified 19 different types of cyberbullying actions. This number seemed disproportionate, considering the diverse

experiences of the 28 participants in the room. Ideally, I expected a broader range of examples that reflected the variety of platforms we discussed. Despite this, the participants did successfully demonstrate an understanding of the various ways cyberbullying can occur, fulfilling the intended objective to some extent. Figure 1 in Appendix E summarizes their responses and provides a breakdown of the types of cyberbullying actions listed, highlighting the emphasis on Facebook relative to other platforms.

The second learning objective asked participants to list the dangers of sexting. The average score on their sexting pre-test was five out of ten. Following my PowerPoint, we went over each True/False pre-test item and the attendees correctly answered each one as a class. This, in my opinion, is proof that the learning objective was satisfied.

The third learning objective required participants to identify three negative effects of constant cell phone use. To assess their understanding, I administered a Plickers quiz consisting of 15 multiple-choice questions that evaluated various aspects of technology's impact on daily life. The average score on this quiz was 60%, indicating a moderate level of understanding among the participants. For a detailed breakdown of scores by item, refer to Table 1. The participants found items 4, 5, 6, and 10 to be the most challenging. The fourth item asks you to estimate how in control teenagers feel about receiving too many texts. The participants' guesses were typically lower than the right response. The disruption a phone causes during supper is the subject of item 5. Once more, they report a lower impact than the right response. The amount of time spent on a phone before it has an impact on grades was the subject of item 6. The participants in this case believed that it would take longer hours than it actually does. Who was at risk for eating disorders was the topic of item 10. Some did not wish to include all three instances, which is why they received a poor grade. I believe the question bewildered them. In

response to the question on cutting back on technology use, participants gave advice such as "deleting social media," "leaving my phone in my backpack until after school," and "shutting off my phone after dinner." Table 2 contains a comprehensive list. I made a note of all of their replies and counted the number of times each one was mentioned in order to examine their responses to the three risks of continuous technology use. Examine Table 3. Given that all participants could list three drawbacks to frequent technology usage, I think this learning objective was generally attained.

Discussion

This project was successful, in my opinion. The adolescent attendees were interested in the subject and gained a lot of knowledge from it. I believe the project assisted participants in defining their identities and beliefs because they are in Erikson's stage of identity vs role confusion. Since teenagers are still figuring out who they are and what they want to accomplish with their lives, I believe that the conversations on how technology impacts relationships had the biggest influence. They are also starting to think abstractly and understand the effects of their actions because they are in Piaget's stage of Formal Operations. When we talked about cyberbullying, a lot of participants were surprised by how many different ways someone could be mean online. Additionally, I believe that the participants understood how technology could undermine healthy relationships when we discussed the detrimental effects it had on relationships.

I believe that everyone was represented in my project in terms of diversity, with the exception that I made the assumption that everyone had access to an unlimited data smartphone and used it constantly. It's possible that some of the attendees have pay-as-you-go plans, in which

case they might have felt excluded from our discussion. Regarding sexting, it's possible that some cultures would never engage in such behavior prior to marriage.

If I had to do this over again, I would have liked to find out if the attendees had learned anything by administering a survey at the start and finish. Our discussion of the sexting pre-test, I believe, revealed to me that the participants knew less than I had anticipated and had a lot of assumptions. I believe I could have charted how much they had learnt if I had inquired about the themes at the start and the finish. However, I believe that the attendees gained knowledge about the subject and had a greater understanding of the dangers associated with using technology.

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Table 1

List of responses to what participants would do to reduce technology use

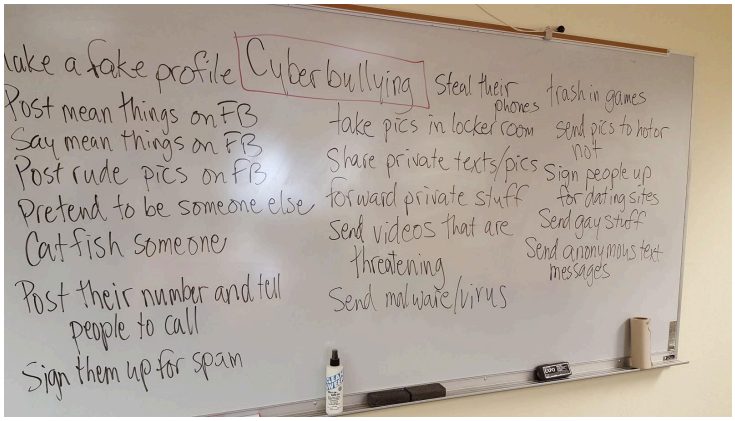
Shut off phone after dinner (2 responses)	*Delete social media (2 responses)*	*Leave phone in backpack until after school*	*Exercise more*
Shut off phone at night (3 responses)	*Only check Instagram once a day*	*Don't use FaceTime if they live close*	*Leave my phone in my locker at practice*
Don't leave my phone by the bed	*Delete friends I don't ever see*	*Be outside for the same time I'm online*	*Don't recharge my phone for a while*
Ask my friends to call me	*Limit my checking to 3 times a day*	*Smoke more*	
Not text friends I can see at school	*Take a walk everyday*	*Be an example to my brothers and sisters*	
Pick a time to comment on people's pics	*Pick times of the day to respond to texts*	*Stop paying for my phone and get it shut off*	
Play more	*Ride my bike*	*Sell my phone*	

Table 3

List of the participants' responses to three negative outcomes to constant technology use

Negative Outcome	***Number of times mentioned***
No sex	*22*
Bad grades	*20*
No sleep	*18*
No friends	*15*
Less talking on dates	*13*
Depression	*12*
Bad health information	*11*
Having your phone hacked	*7*
Being anxious	*6*
Being catfished	*6*
Being controlled by others	*4*
Dying from falling	*4*
Bad relationships	*3*
Being poor from the overage fees	*3*
Eating disorders	*2*
Being abducted	*2*
Germs	*1*

Figure 1



Appendix A

True/false pre-test for Learning outcome 2

What do you know about technology in romantic relationships?

Please indicate if the following are true or false:

(T or F)

1. _____ Photos that are sexually explicit that you send someone are private.

2. _____ Sensual text messages or images sent via Snapchat (or a similar software) vanish after a short while and cannot be recovered.

3. _____ Sending sexually suggestive images may be construed as child pornography.

4. _____ A pleasant technique to improve your relationship with your romantic spouse is to go on sexting.

5. _____ You can be arrested if you have sexually explicit images that a teenager provided you.

6. _____Both boys and girls enjoy getting sexts.

7. _____ You can express your interest in someone you recently met by sending them a text.

8. _____ Sexting your romantic partner usually results in some sort of sexual behavior soon after.

9. _____ If you send intimate photos of your crotch but not your face, nobody will be able to positively identify you.

10. _____ It's wise to text your love partner after you've been dating for a time. It sustains the flame.

Appendix C

Plickers.org quiz on the dangers of constant technology use

1. You can feel more at ease knowing that your cell phone is right next to your bed at night.
A. True
B. False

2. Teens are more likely to have sex if they use their phones more frequently.
A. True
B. False

3. Teens are more prone to turn to when they have concerns about relationships or their health to
A. Parents
B. Friends
C. Websites

4. How often do you believe teens in romantic relationships report feeling controlled or manipulated by their spouse sending too many texts?
A. Seldom, fewer than ten percent of the time.
B. Infrequently, roughly 25% of the time.
C. Occasionally, roughly half the time.
D. Frequently, greater than half of the time.

5. What would happen if you and your amorous partner went to super and you took out your phone?

A. Nothing, no influence.

B. Not much; you could want to snap a picture, send a message, or check something.

C. A decrease in dialogue.

D. Less probable to go on another date.

6. How much of a daily impact does using a cell phone have on your grades?

A. 1-2 hours

B. 3-4 hours

C. 5 hours or more

7. In order to maintain a good relationship, how often should you "check in" with your significant other each day?

A. Once

B. 2 -3 times

C. 4-6 times

D. 7 or more times per day

8. Can a prolonged period of screen time lead to depression?

A. Yes

B. No

9. Do those with a large number of "followers" or "friends" also have a large number of real-life pals?

A. Yes

B. No

10.For whom are eating disorders a risk?

A. Women with a lot of Instagram or Facebook posts.

B. Gamers who are boys.

C. Those who share a lot of photos of themselves.

D. All of the above.

Appendix D

Summary Sheet to achieve Learning Outcome 3

Summary Sheet

What one thing would you like to do to use less technology and make more in-person connections and experiences?

What three risks of constant cell phone use that stand out for you?

1. _____

2. _____

3. _____

Presentation

Raising Middle School Students' Awareness of Relationship Risks Associated with Technology

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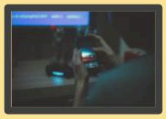
Human Development and Family Science

Introduction

- **Educate Adolescents:** Taught middle school students (ages 12-14) about the critical role of technology in modern relationships.
- **Three-Session Curriculum:** Developed and implemented sessions focusing on:
- Cyber Risks: Identifying potential online threats and understanding their impact.
- **Digital Safety:** Promoting safe and responsible internet use.
- Online Communication Skills: Enhancing skills necessary for healthy digital interactions.



Need Statement

- **Shift in Communication:** Electronic methods are increasingly replacing or supplementing face-to-face interactions among teens.
- **Technology Usage:** Teenagers frequently use digital platforms in their relationships.
- **Risks Unrecognized:** Many teens are unaware of the potential risks associated with digital communication, which can affect their well-being and relationships.
- **Educational Need:** It is crucial to educate children on responsible and healthy technology use.

Theory

Overview of Erikson's Psychosocial Development Theory

- **Theory Introduction:** Erikson's theory focuses on the psychosocial development across eight stages over the lifespan.
- **Developmental Claims:**
  - Each stage presents a unique developmental task or crisis.
  - Successful navigation of these stages leads to psychological strengths and healthier social relationships.

Learning Outcomes

I intend to provide three 45-minute lessons to middle school students .

By the end of the project participants will be able to:

1. Recognize cyberbullying across media types (such as texting, Facebook, etc.).
2. Identify two dangers of sexting.
3. List three negative consequences of ongoing smartphone use.

Location

- My project was conducted at Los Arboles Middle School Marina, CA
- After School Program.
- 28 students participated in my project
- 15 boys and 13 girls
- 7th- 8th grade

Diversity

- According to the School Accountability Report Card. LAMS is 56% Hispanic.
- 16% Asian, 13% white, 8% Black, 5% Native Hawaiian or Other Pacific Islander.
- 1% Native American, 1% Two or more races. In addition.
- 73% are considered socioeconomically disadvantaged.

LO 1

Method

Procedures for Lesson 1: Cyberbullying

- Introduction: Briefly stated session goals.
- Group Discussion: Students brainstormed forms of cyberbullying.
- Legal Ramifications: Discussed consequences of cyberbullying.
- Video Discussion: Played video and facilitated a discussion on prevention strategies.

Method

LO 2

Procedures for Lesson 2: Sexting Awareness

- Definition Exercise: Students defined 'sexting' with responses recorded on board.
- Knowledge Assessment: Conducted a true/false pre-test to gauge initial understanding.
- Interactive Lecture: Moderated discussion, revisited pre-test answers, clarified misconceptions.

Method

LO 3

Procedures for Lesson 3: Mobile Phone Usage

- Activity Listing: Students listed their top three cell phone activities on paper.
- Class Sharing: Each student shared their list aloud.
- Ranking Discussion: Assisted in creating a ranked list of positive phone uses.
- Real-world Application: Discussed if top activities could be done in person.

Results LO - 1

- **Restate the Learning Objective:**

"Participants will recognize instances of cyberbullying on various media platforms, including Facebook and messaging apps."

- **Assessment Method:**

"Assessed through a group activity where participants listed known forms of cyberbullying encountered in different media platforms."

- **Report the Data:**

"Out of 28 participants, 19 distinct forms of cyberbullying were identified. This reflects that approximately 68% of the participants were able to list forms of cyberbullying, suggesting a varied understanding of the breadth of cyberbullying tactics."

- **Assessment Outcome:**

"The learning objective was partially met. While a variety of cyberbullying methods were identified, the number does not fully represent the experiences of all participants in the room."

Results: LO - 2

"**Restate the Learning Objective:**

"Participants list the dangers associated with sexting."

- **Assessment Method:**

"Evaluated through a pre-test where participants scored their knowledge on the dangers of sexting."

- **Report the Data:**

"Participants achieved an average score of 5 out of 10 on the sexting pre-test, indicating a 50% success rate."

- **Assessment Outcome:**

"The learning objective was not met. The average score suggests that participants' understanding of the dangers of sexting is inadequate and requires further educational intervention.

Results: LO - 3

Understanding the Impacts of Technology Use

- First, the participants' average score on the Plickers quiz was 60% right. For scores by item.
- The participants found items 4, 5, 6, and 10 to be the most challenging.
- The fourth item asks you to estimate how in control teenagers feel about receiving too many texts.
- The participants' guesses were typically lower than the right response.
- The amount of time spent on a phone before it has an impact on grades was the subject of item 6.
- The participants in this case believed that it would take longer hours than it actually does.
- I believe this learning objective was mostly met because every participant was able to name three disadvantages of frequent technology use.

Discussion

Successes:

- **High Engagement:** Participants were highly engaged and gained significant knowledge.
- **LO3 Mostly Met:** Participants identified three key disadvantages of frequent technology use, demonstrating good concept retention.

Limitations:

- **LO1 & LO2 Partially Met:** Need for deeper understanding in areas like cyberbullying and sexting.

Challenges:

- **Assessment Gaps:** Lack of comprehensive tools to measure learning outcomes throughout the project.

Future Directions:

- **Implement Surveys:** Introduce pre and post-session surveys to accurately gauge changes in participant knowledge.
- **Enhance Curriculum:** Focus on improving educational content for LO1 and LO2 to achieve better comprehension.