Warm up

Part 1. Students read the quote and discuss the questions.

Reading activity

Part 1. Students will read a text on the Ethics of Biohacking & Longevity.

Part 2. Students discuss the questions based on the text.

Suggested answers:

1. **Benefits:** restores focus, sleep, mood. **Unrealistic because:** life admin/work rely on apps; persuasive design makes switching off difficult.
2. Persuasive design/attention economy **engineers stickiness**, so disconnecting isn't purely a willpower issue; it reframes responsibility.
3. **Temporary detox** = short-term relief; **structural change** = defaults and systems (notifications, design standards, algorithmic transparency) that make healthy use sustainable.
4. Author implies digital wellbeing can require resources/time/security; thus detox may be **easier for the privileged**.
5. **Evaluative**: weighs evidence and argues for systemic responsibility alongside personal action.

Debate

Part 1. Students match the terms to their meanings.

Answer key:

1. switch off notifications
2. set boundaries
3. seek balance
4. constant connectivity
5. limit screen time
6. digital distraction
7. attention span
8. information overload

Part 2. Students complete the sentences with the correct terms.

Answer key:

1. switch off notifications
2. constant connectivity
3. limit screen time
4. attention span
5. information overload
6. set boundaries

7. digital distractions
8. seek balance

Part 3. Students look at the useful expressions and use them to rewrite the simple sentences so they sound more formal, persuasive, or nuanced for a debate.

Suggested answers:

1. *I'm not entirely convinced that* idea holds up in practice.
2. *Perhaps the real issue is not* "screens are bad" *but* how design choices affect behaviour.
3. *We have to balance* corporate responsibility *against* individual agency.
4. *That's a fair point; however,* quitting entirely ignores viable middle-ground solutions.

Part 4. Students take part in a structured debate with yourself or a partner, using the vocabulary and debate expressions from this lesson. Encourage students to respond fluently, challenge ideas politely, and justify their opinions with clear reasons and examples.

When leading the debate, use strong, provocative statements to push the student:

- "Digital detox is performative; disciplined daily use is the real solution."
- "If platforms are free, users owe them attention — that's the deal."
- "Constant connectivity is essential for modern productivity."
- "The attention economy isn't unethical; it's just competitive design."
- "If people can't self-regulate, that's not a tech problem."

Reflection

Part 1. Students discuss the questions.

Wrap-up task (optional homework)

Part 1. Students write a letter to the editor (180–220 words) on:

"Why a digital detox is (or isn't) realistic today."

Encourage students to:

- Include at least four of today's vocabulary items (e.g., constant connectivity, information overload).
- Use at least two debate expressions (e.g., I'm not entirely convinced that…, We have to balance X against Y…).
- Present one counterargument and refute it briefly.