

# For the Younger Classroom

## Humankind's Magic Healing

After every disaster comes a story of amazing recovery, we just rarely hear it. Let's show our children how phenomenally good we are at picking ourselves up again.

### Watch this!

#### Play Rise

- In this film, a girl is enjoying herself in the park and then checks her phone. She posts a photo and it does not get as many "likes" as someone else's photo. This changes her mood from positive to negative, but she was helped with human kindness.



### Talk about it!

	What did your students take away from this film? Ask them!	How can your students relate this film to their own lives? Ask them!
Emotions	<ul style="list-style-type: none"> <li>How was the girl feeling in the beginning?</li> <li>She then took a picture of her and her dog. Was she happy in the picture?</li> <li>Did being on her phone change her mood? Why?</li> </ul>	<ul style="list-style-type: none"> <li>Have you ever been in a good mood before you got on a screen and have your mood change because of what you are watching or seeing?</li> <li>Does your family ever say that you are hard to deal with if you spend too much time in front of a screen?</li> </ul>
Reasoning	<ul style="list-style-type: none"> <li>What else could the girl have been doing at the park instead of being on her phone?</li> <li>Did being on her phone bring her more happiness or more sadness?</li> <li>Do you think that the people she sees on her phone are real friends or not?</li> </ul>	<ul style="list-style-type: none"> <li>Have you ever had friends over at your house and you spend most of your time looking at a screen together instead of playing a game?</li> <li>Do you feel closer with a friend if you watch a movie together or if you play a game? Why?</li> <li>Have you ever gotten tired of watching a screen but didn't know what else you could do with your time?</li> </ul>
Actions	<ul style="list-style-type: none"> <li>In the end, what pulled her out of the darkness?</li> <li>How many times do you think the people tried to pull her out before she responded?</li> </ul>	<ul style="list-style-type: none"> <li>Have you ever gone for a whole day without looking at a screen?</li> <li>How easy or hard was it to do that?</li> </ul>

# Try this!

## Why do we need real connections?

Humans need human connections, and not the kind that you can find on a phone. Real connections help real people.

- Go to the internet and get a picture of a tree with its roots.
- Ask the class if they know what the different parts of the tree are: the roots, the trunk, the limbs.
- What are the roots for? (It carries the nutrients from the ground to the tree.)
- What is the trunk for? (It is the stable part of the tree which holds the limbs.)
- What are the limbs for? (It helps it grow bigger and produces leaves to help protect the tree.)
- What happens to the tree if the roots are cut? (It dies.)
- What happens to the tree if the trunk is cut? (It could live or die, depending on the strength of the roots.)
- What happens if the limbs are cut? (It will grow new limbs.)
- Ask the students if humans are like trees. What are our similarities and what are our differences?
- Go to the internet and pull up a drawn image of a person with their arteries and veins. What are the similarities of a person's roots to that of a tree's roots?
- Humans are part of nature and we are like trees. We need strong roots to survive.
- Print out an image of a tree with roots. Ask your students to write their name on the trunk. Who are their roots? Write the names down of those people they can depend on.
- Who are the limbs? Write the names of people that they have fun with on the limbs.
- Finish with a discussion of the importance of making good friends that you can depend on, and how, like the tree, we need them to be strong and sturdy.

## Who do we connect to, and how?

Real connections are different from screen connections.

- Put the students into groups of 2. Ask the students to think of a story to tell the other student.
- Tell one of them to turn their back to the other, and then tell his/her story.
- Afterwards, ask the class what it felt like. Was the student listening able to hear them? Were they able to pay attention to them? Did they feel connected to them?
- Ask the same questions to the students who were telling the story. Did they feel like they were being listened to? Did they know if the other was interested in the story?
- Now tell them to face each other and have the other student tell his/her story.
- Did this make a difference in how they connected to each other? Why? Does it help to see the person's face that you are speaking to? Why?
- Help children see that having the student turning turn their back is the same as having the student looking at a screen. We make connections on screens, but they are not the same. They are not as meaningful, and we do not feel as connected.

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## Talk about it!

	What did they take away from this film? Ask your students!	How can they relate this film to their own lives? Ask them!
Emotions	<ul style="list-style-type: none"> <li>• How was the girl feeling in the beginning of the film?</li> <li>• She then took a selfie of her and her dog. How did she look in the picture?</li> <li>• What happened when she saw how many “likes” someone else was getting?</li> <li>• What was she thinking then? How did that change her mood?</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever been envious of another person’s number of “likes”?</li> <li>• Do you compare yourself to others you see on social media?</li> <li>• Do you feel happier when someone likes a picture of yours or when someone gives you a compliment to your face?</li> <li>• Do you ever feel that the phone has too much power over your emotions?</li> </ul>
Reasoning	<ul style="list-style-type: none"> <li>• What does she think her low number of “likes” means?</li> <li>• What happened to her when she saw that her likes went from 3 to 2?</li> <li>• Does a low number of likes really mean that people do not like her?</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever not “liked” a picture even though you like the person?</li> <li>• Have you ever “liked” a picture even when you didn’t really like the picture or the person?</li> </ul>
Actions	<ul style="list-style-type: none"> <li>• In the end, what pulled her out of the darkness?</li> <li>• How many times do you think the people tried to pull her out before she responded?</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever gotten tired of social media and wanted to stop looking at the likes, but couldn’t?</li> <li>• What else could you do with your time if you were not on your phone so often?</li> </ul>

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- Go to the internet and pull up a drawn image of a person with their arteries and veins. What are the similarities of a person's roots to that of a tree's roots?
- We are part of nature and we are similar to a tree. We need roots in order to survive. We are the trunk of the tree. Ask the students who their roots are. Who are the people they can depend on no matter what?
- Who are their limbs who they could lose but survive if things don't go right?
- We need to make more roots and worry less about the limbs. If you don't care for your roots, they could die and so could you without their support.

### Let's make real connections!

As social beings, we connect with each other when we know more about each other.

- Put students into pairs. Tell them to go to different areas in the room or outside where they can have a comfortable, private conversation.
- Instruct them to learn something new about each other that has not been posted on social media.
- Remind them that they need to respect the wishes of the other person if they want to keep the information just between the two of them.
- After some time, gather the students again.
- How did it go? Was it easy or hard to share? Why? Do they feel like they know the person better than they knew them before? Do they think that they have more common with this person?
- Ask if it would have been the same of different if they were speaking to each other via a screen. Recognize how powerful the human connection really is and how good connecting with real people feels.

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# Try this!

What can you do to help the technology problem today?

Help your child get out of the technology habit and into the human connection habit!

- Technology is great and makes life a lot easier in a lot of different ways, but with too much focus on technology, we lose sight of what is important.
- Plan a no screen day with you AND your child.
- Brainstorm a list of all of the things that you could do together.
- Can't figure out how to do something without a screen? Think of how people used to do it before computers. Where else can you look for the information?
- After a few hours, ask your child how it feels to have accomplished a task or activity.
- What did you do that you would not have done if you were on a screen?
- What did you create that you wouldn't have created if you were on a screen?
- What types of connections have you made since you were not on a screen?
- Consider making the "one day without screens" into a permanent part of your week.

Is screen time real time?

Real connections are different from screen connections. Show your child how different they feel.

- Sit back to back with your child.
- Tell them a story about your day.
- Ask them questions about their day.
- Ask them to tell you a story about what happened to them today.
- Now turn back around and ask your child what it felt like not seeing the person they were talking to.
- Did he/she feel listened to?
- Did he/she feel like you were paying attention to them?
- Did he/she like talking to you this way?
- Does it feel better talking to you while facing you?
- Explain how this is the same effect of playing with friends while looking at screens.
- Plan for a screen free playdate with one of his/her friends.
- After the playdate, ask your child if they feel closer to the friend since it was a screen free playdate.
- If the answer is "yes" then consider making every playdate a screen free playdate to help your children build real connections with people.