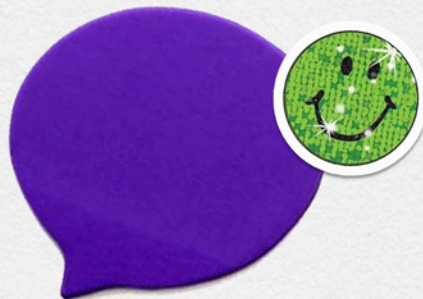# #HALF THE STORY

THIS GUIDE BELONGS TO:

_____

BRAIN STORM

TIME: 50 MINS

Students delve into the physiological aspects of tech effects on brain development to better understand what is at risk. They will share ways to take a more balanced approach to screen time.

Learning Objectives

Students will be able to:

- Create a digital well-being spectrum from THRIVING to SURVIVING.
- Explore active vs. passive screen time effects on brain neuroplasticity.
- Create a decision tree showing how to best spend time online and offline in order to reach a current goal.
- Experiment using grayscale settings for a day on devices, to experience digital life without color.

PREP

>>> - Print or create topic cards (next page) and tape them to a board, wall, or floor in no particular order.
>>> - Provide each student 3 green and 3 red stickers, or green and red markers.
>>> - Students need Student Journals or blank paper.

CONNECT

1. Print or write up the topic cards and tape them to a board or wall in no particular order. (Note: do not designate topics as positive or negative). You can also have students suggest some topics to add.

2. Provide students stickers or markers, and ask them to vote by placing three red dots on topics they feel have a negative effect on their lives (SURVIVING). If they feel strongly about a topic, they can place more than one dot on it (but they only get three total)! Then, students add three green dots to the topics they find are positive aspects of technology (THRIVING).

3. Organize the cards in a THRIVING <> SURVIVING spectrum, based on the collective votes (most positive to least positive <> least negative to most negative).

- Give students a couple minutes to look at the spectrum and see what they notice
- Have students discuss or write responses to the Reflect questions in their Student Journals.

THRIVING ⟷ **SURVIVING**
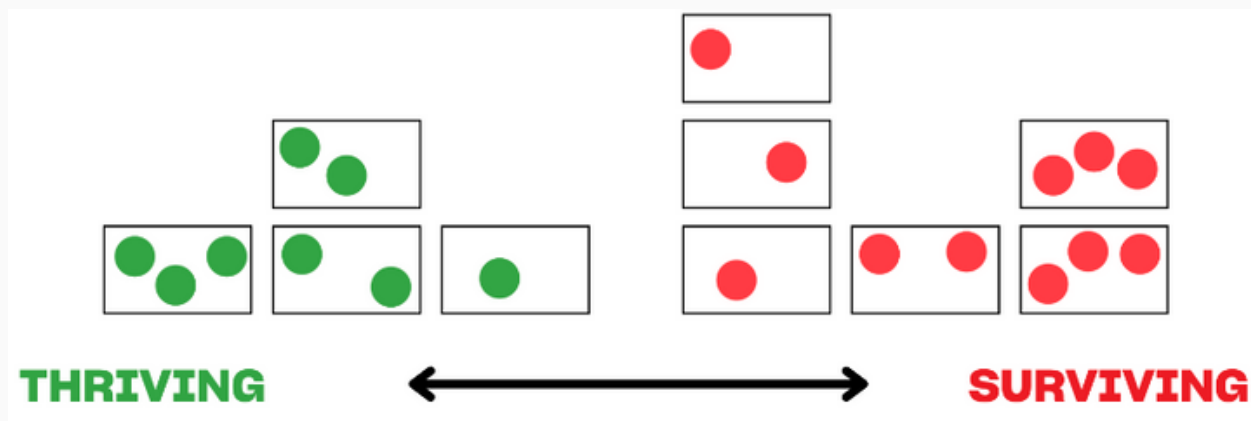
15 MINS

CONSIDER

1. Play the 3-minute video Brain Storm, which provides context on how screen time can affect our brain's neuroplasticity (a.k.a., brain's fitness).
2. Have students discuss or write responses to the Reflect questions in their Student Journals.

15 MINS

CREATE

1. Walk through the example of the decision tree, with examples of active online/offline activities and passive online/offline activities.
2. Encourage students to think of a current goal, big or small, and create their decision tree to show how best to make use of their time online and offline to reach it.
3. Have students discuss or write responses to the Reflect questions in their Student Journals.
4. Review the lesson summary (TLDR slide) and vocabulary.

CHANGE

5 MINS

1. Play the 1-minute video, Going Gray, which challenges students to change their phone or device's color filter settings to grayscale. Invite students to try the challenge for a day, and identify ways for students to report back.

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#HALF STORY