



# curriculum

Sample - 2020



# MIRROR ILLUSION

self-management ▪ partner

## Objective

Students will be able to critique the effects of being a positive role model on and off social media.

## Materials

- Internet access to view Youtube Video

## #ICANHELP Activity

- Figure out who is Partner A & Partner B
- Partner B will imitate A's movements
- Switch and allow A to imitate B's movement
- Watch the Youtube Clip "Aaron Judge's mission to delete negativity from the internet | Uncap the Possibilities"  
— 3:15 minutes long.  
<https://www.youtube.com/watch?v=Yt0nMtyS-nk>



## Writing Extension

Create a poster with bad posts and then turn them into positive.

## #IDIDHELP Challenge

Go through your social media sites and camera roll and view it as your grandparents. Delete anything that you feel would not be approved by them.

## #IWILLHELP Discussion

- Did your partner make it easy for you or was it hard to follow their lead?
- Has anyone ever imitated something you were doing? If so what?
- Have you seen any fake sites or impersonation sites on social media? How do you or would you handle them?
- Who do you look up to as a role model? Who do you think looks up to you?
- Who in your family follows you on social media? In life?
- Who is the oldest person who follows you or would you let follow you?
- Who is the youngest person who follows you or you would let follow you?
- Is there someone you don't let follow you or let follow you? Why?
- Do you feel like you are a good role model online? Offline?

## Discussion Notes

- Go over how to report fake/hate accounts.
- Plug in your phone to projector to show how to report on all social platforms.
- There are real people who look at the reports and it only takes one person to report something but if multiple people report a page or post it will get taken down faster.
- Tag @ICANHELP or DM a screen shot to @ICANHELP for help as well.



# CRUMPLED PAPER

social awareness ▪ individual

## Objective

Students will identify encouraging and hurtful words. Students will evaluate the impact of their words, both negative and positive, and reflect how those positive words can encourage and empower.

## Materials

- 3 small pieces of paper for each student

## #ICANHELP Activity

### FIRST ROUND

- Students write down all the negative things people have said to them (dumb, fat, ugly, slut, airhead, worthless, etc) that hurt their feelings on the first piece of paper
- Flip negative words over and turn list in
- Read one word at a time
- Students will take the second paper & crumple it if the word has ever hurt them
- Make sure the students are silent to hear the crumpling
- Do discussion questions

### SECOND ROUND

- Students will take the third piece of paper and write all the positive things anyone has ever said to them (like your hair, such a good friend, nice job, you rock, etc) that made them feel good.
- Flip positive words over and turn list in
- Read one word at a time
- Students will take the second paper and uncrumple if the word has ever made them feel good

## #IWILLHELP Discussion

### FIRST ROUND

- Which words had the most crumpling sound when reading the words out loud?
- Which words hurt you the most? Why?
- Who do we hear these words from the most?
- Do you consider yourself a bully? But have you used those words before?
- When you use these words, are you usually “just kidding” or “just joking”?
- Can you ever completely undo the damage of the hurtful words? (Paper is crumpled and can’t get it back to being fully flat.)
- Do you think it is easier to use these words on social media more? Why? (Don’t have to see the person’s face?)

### SECOND ROUND

- Which round felt better?
- What are some ways we can uncrumple someone?

## Discussion Notes

To save time you can have the list of words prepared ahead of time.

## Writing Extension

How can words encourage and empower? How can words hurt and damage? Reflect and think of specific examples.

## #IDIDHELP Challenge

Go “uncrumple” five people today. Count how many times people say “just joking” throughout the day. Make a point to not “just joke” with people in a negative way.



# POLARIZED STATEMENTS

social awareness ▪ group

## Objective

Students will explore different points of views relating to technology use.

## Materials

- Area for students to move around

## #ICANHELP Activity

- Students will stand in the middle of the room.
- Announce the first statement
- Read one word at a time
- Students move to either Agree, Disagree, or stay in the middle for Neutral.
- After each statement, ask “Why did you pick the side you did?”, “Can you see both sides’ viewpoints?” and “What are the main arguments for each side?”

### Statements:

1. *People are on their devices too much*
2. *I am on my phone way too much*
3. *Adults over share on social media*
4. *It is ok to tease your friends on social media*
5. *I post way too much*
6. *Social media shouldn't have age restrictions*
7. *People should go to bed with their devices*
8. *Confession pages are entertaining*
9. *It is important to put down electronics*
10. *People should limit TV and gaming*

## #IWILLHELP Discussion

- What are some ways you can moderate your device usage?
- How do you control your phone instead of your phone controlling you? (Do not disturb, leave group chats, set it down, turn off notifications)
- What are some rules that your parents have put in place regarding your device?

## Discussion Notes

- Let students know that technology use is affecting every part of their daily lives.
  - 24% of teens say that they're online “almost constantly”, while 92% of teens report going online daily. 1site
  - Only 35% of teens socialize with others in-person outside of school on a daily basis. 2site
  - Teens who have more than four hours per day of screen time are 3.5 times more likely to sleep fewer than five hours a night. 3site
  - Teens who use a computer or mobile phone in the last hour before bedtime are 52% more likely to take more than 60 minutes to fall asleep. 3site

## Writing Extension

Write how you would respond to the statements from the perspective of your grandparents or a first grader.

## #IDIDHELP Challenge

Challenge your family to set their devices down and reflect on your device usage and beliefs.