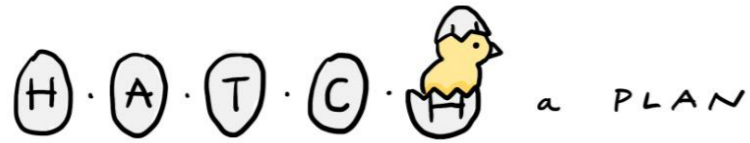





Max Stossel - Social Awakening


Tools & Reminders for Educators



After you and your interview partner have both been interviewed, H.A.T.C.H. your plan by answering each question below. **Sign** at the bottom to seal it in.

 **HABIT**: What do you want to change, and why?

 **ALTERNATIVE**: What will you do instead?

 **TRICKS**: What can you do to stay on track?

 **CHALLENGE**: How, exactly, will you do it?

 **HELP**: Who can help, and how? 

YOUR SIGNATURE

PARTNER'S SIGNATURE

Classroom Materials

I've been working to help Project Zero and the Hx team help get some of their materials out to the world. The aim is to have more productive conversations with teenagers about how social media is influencing their lives and relationships.

Here are some activities you can use in your classroom to get those started.

- [Tech Habits Challenge - \(Best to start with\)](#)
- [Thinking Traps \(+ video\)](#)
- [My Values & Tech](#)

Administrative Recommendations

1. Check and return phones at the door (with exceptions).
2. Audit yourselves, is what you've implemented achieving what it was meant to?
3. Pay attention to what we're losing as we're gaining. Move slow and test before making sweeping implementations.
4. Approach tech in schools with a skeptical eye. Measure success not just in use, but in human results. Start from the assumption that new tech or ed tech won't improve the learning experience and work backwards from there. www.everyschool.org
5. Integrate SEL, Mindfulness, Communication skills, and Time Management skills into your curricula. These are important new skills to combat the digital world the next generation lives in.

TRANSFORMATIVE: Robotics, coding, computational thinking, computer animation, website design, graphic design, advanced photo, video, or music editing, spreadsheet creation, digital citizenship, any tech that helps students with special needs.

SUPPORTIVE: Online resources such as images or articles not available to students in print, supplementary videos such as documentaries or TED Talks, limited use of virtual reality, keyboarding, moderate but purposeful posts by teachers used to update parents on student work via sharing platforms.

RESTRICTIVE: E-texts in place of print, prioritizing typing over handwriting (except in final work), using software or applications that have already been mastered by the student (such as taking pictures with a tablet), points-based learning games, overcomplicated tech use by teachers.

DISRUPTIVE: Tech rewards, tech choice during free time, tech for tech's sake, unrestricted access to cell phones during school hours, needless screen-based homework assignments, any platform that exposes students to age-inappropriate content or bullying, too much tech.*

SCREEN TIME LIMIT RECOMMENDATIONS

*Tech use is not imperative for academic success, and The EdTech Triangle does not endorse a minimum amount of tech use per grade. Moreover, all types of screen-based EdTech (even Transformative) can isolate students from their teachers or peers. As such, and in order for students to develop skills in collaboration, empathy, and critical thinking, screen time limits should be followed.



Pre-K	0 mins	6th	0-40 mins/day
K	0-20 mins 2x/week	7th	0-50 mins/day
1st	0-20 mins/day	8th	0-50 mins/day
2nd	0-20 mins/day	9th	0-60 mins/day
3rd	0-30 mins/day	10th	0-60 mins/day
4th	0-30 mins/day	11th	0-70 mins/day
5th	0-40 mins/day	12th	0-70 mins/day



TOOLS FOR ACTION

HOME. ABOUT. TEAM. RESEARCH. COMMON PUSHBACKS. POLICIES. VIDEOS. POSTERS. PRESS. CONTACT.

Policies & Consequences

We've collected cell phone policies from schools around the country to help you create the right policy for your school.

POLICIES

CONSEQUENCES

POLICY ROLL OUT

FREE POSTERS

Away For The Day

This is a great resource that helps schools implement policies where smartphones are put away for the school day. We have an opportunity to use those 7 hours to teach the next generation focus, patience, in person social/communication skills and how to be without their devices

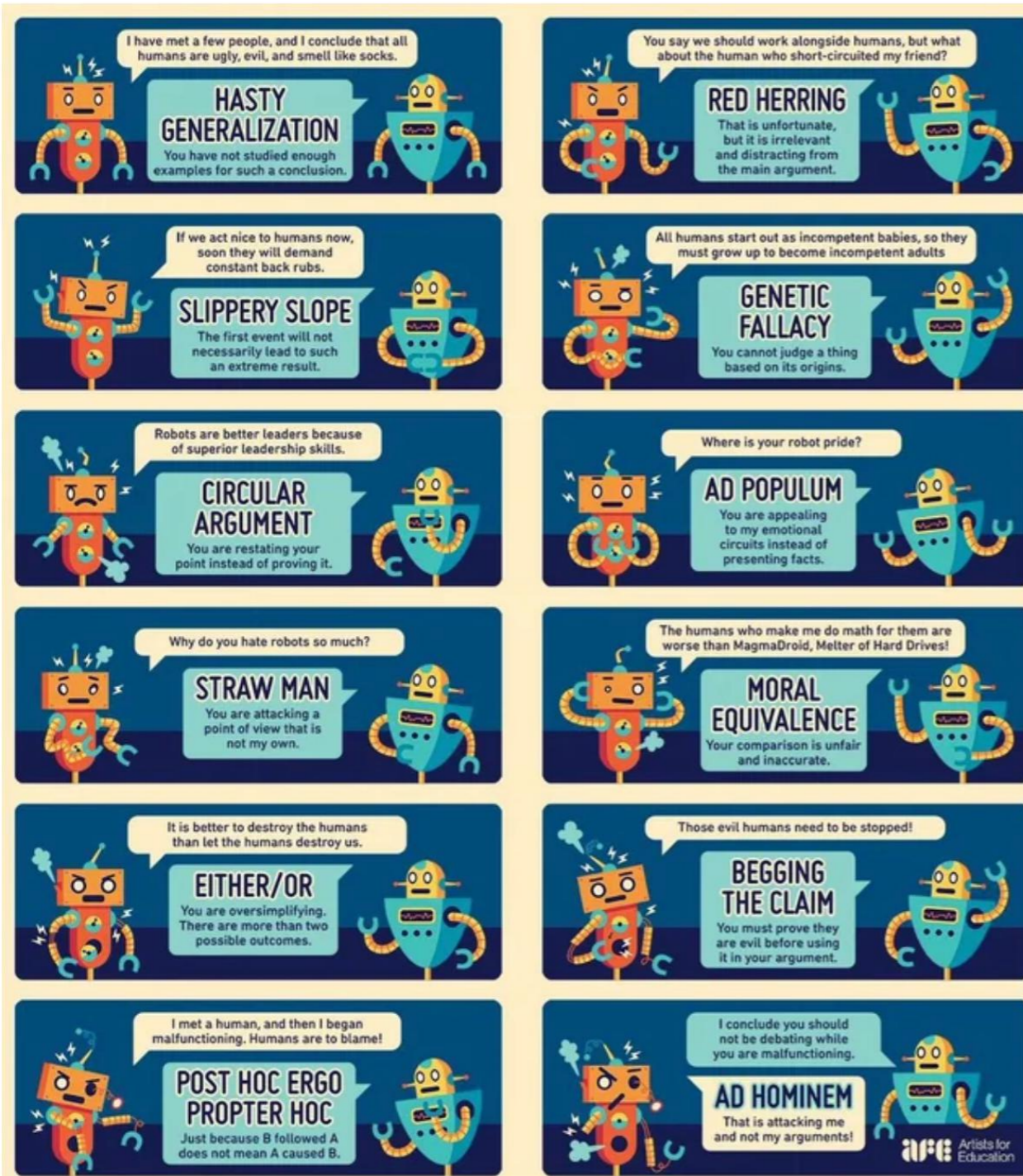
www.awayfortheday.org



It's never been easier to run from ourselves

Learning to sit with feelings, boredom, and the challenges that come with daily life is going to be a major challenge for the next generation. Creating more spaces in young people's lives where they can learn those skills is going to be important.

SEL, Mindfulness and Communication, have also become essential skills to navigate this digital world. If you don't know what your feelings are, it's impossible to know how Instagram makes you feel.



Media/ Conversational Literacy

It is definitely critical to teach students how to navigate the digital world. In terms of media literacy, many orgs tend to be very biased in what sources to trust vs. not trust. Given the state of digital media today, it feels important to teach our students how to think. Feel free to use this robot diagram of logical fallacies!

This is another resource that teaches students how to have respectful dialogue and disagreements, without falling into “The Colosseum” of online dunking on each other and cheering for comment-blood.

Are you looking to support a child or a young person?

Is it for a particular age group?

A child or young person with SEND: Social, Emotional ...

A child or young person with SEND: Social, Emotional and Mental Health needs

A child or young person with SEND: Cognition and learning need

A child or young person with SEND: Communication and interaction need

A child or young person with SEND: Sensory and/or physical needs

An LGBTQ+ child or young person

A care-experienced child or young person

Advice for 11-14 yrs



Social, Emotional Mental Health (SEMH) 11-14 years old

Internet Matters: A Helpful Resource

A helpful resource to search by age, for basic questions, and challenges with specific developmental issues. They also have answers for ages younger than middle school. www.internetmatters.org



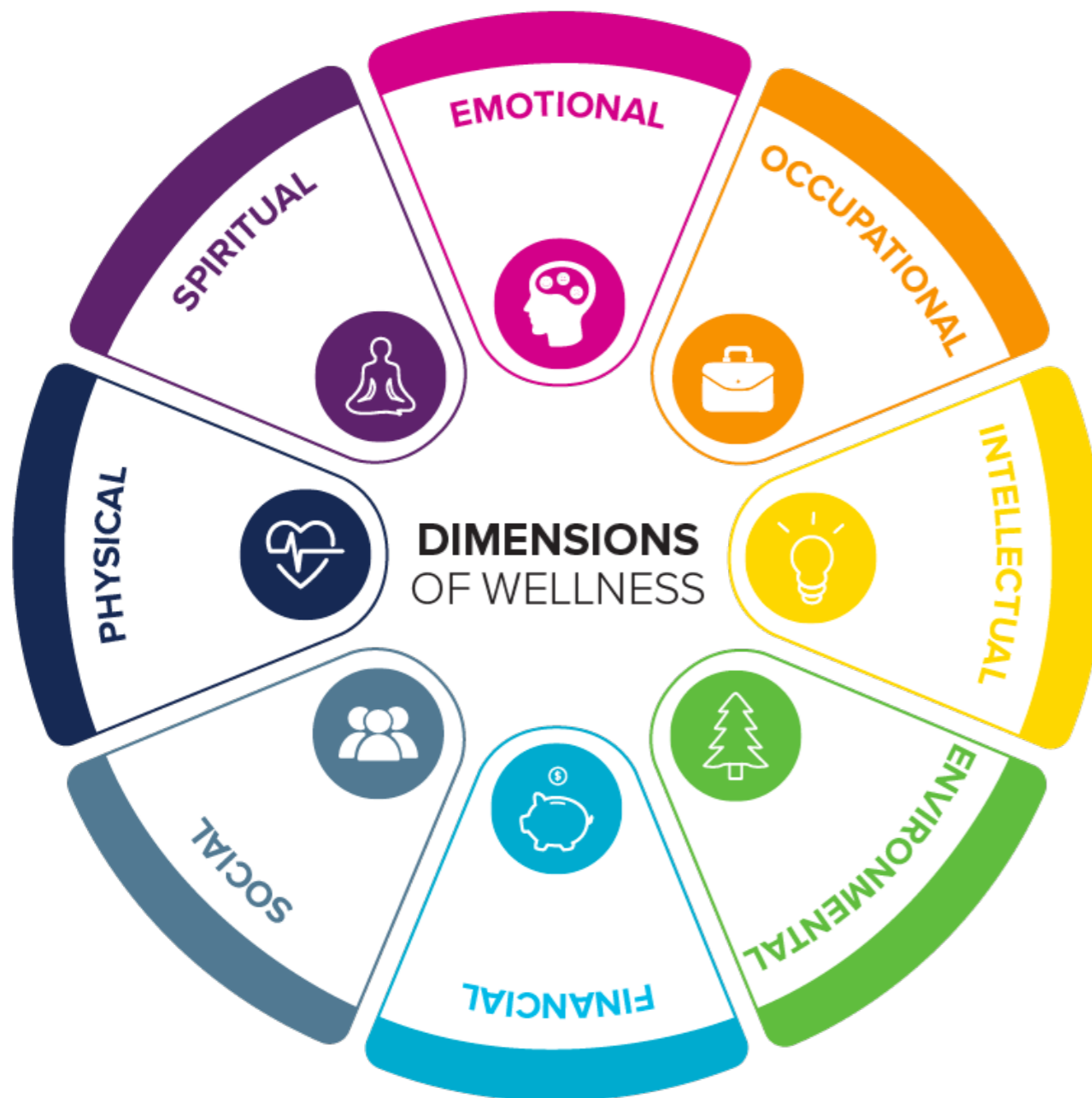
Include them in the rule-making process:

“I’m noting devices seem to be really distracting in class, can we talk about that?”

Talking to your students about your reasoning and theirs, and making decisions with them, as opposed to for them, can help them trust your guidance.

Work to understand the underlying needs and associated triggers driving them to digital distraction, and brainstorm solutions that may or may not involve screens.

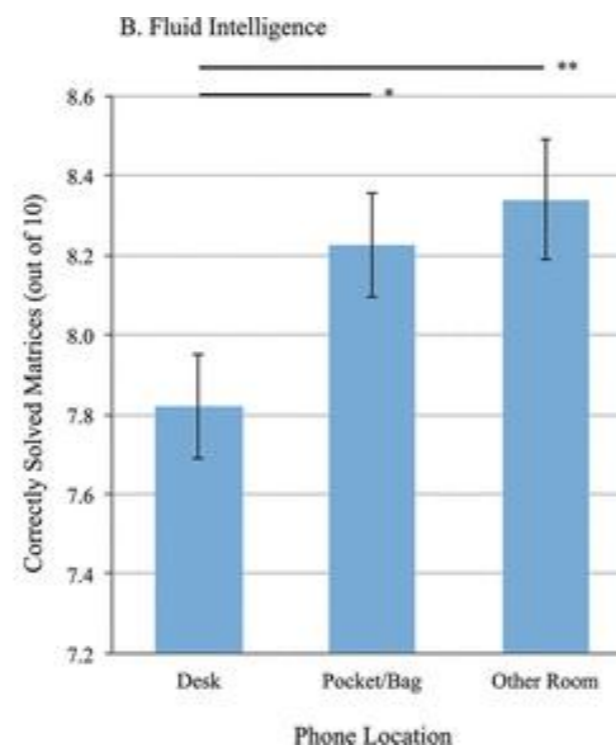
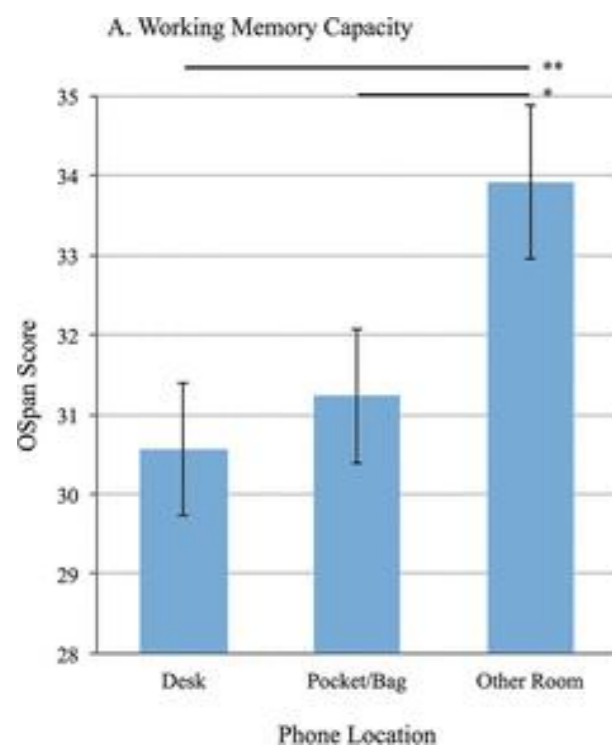
Working with them is not the same as caving to their every whim :)



Think Big Picture: Beyond Screens

It's very difficult as a parent or educator to stay up to date on all the new apps and games that become popular. It can be helpful to think about what the role is of each in your student's life. What do you use this for? How is it impacting your relationships? Your health? How do you feel when you're using it? Are there some parts that feel good and some parts that feel bad? Is there anything that makes you uncomfortable about this? Remember being a safe space for our students to be able to talk about anything is one of the most helpful things we can do, and that means not guilt or shaming when they've made mistakes or seen inappropriate content.

Study & focus with your phone outside the room



“Although these devices have immense potential to improve welfare, their persistent presence may come at a cognitive cost. In this research, we test the “brain drain” hypothesis that the mere presence of one’s own smartphone may occupy limited-capacity cognitive resources, thereby leaving fewer resources available for other tasks and undercutting cognitive performance. Results from two experiments indicate that even when people are successful at maintaining sustained attention—as when avoiding the temptation to check their phones—the mere presence of these devices reduces available cognitive capacity. Moreover, these cognitive costs are highest for those highest in smartphone dependence.” - [Ward et al. 2017](#)

Some teachers use [Phone Cubbies](#) as attendance for their classrooms. If your device is not in your slot, then you are not “present.”

Secondary Emotions

Guilt Enthusiasm Depression Pride Vulnerability Regret
Anxiety Contentment Disappointment Happiness
Hope Jealousy Frustration Shame Confusion
Lonely Trust Satisfaction Peace Resentment
Confidence Optimism

Primary Emotions

Anger Love
Joy Fear Sadness

Ask the right questions

Instead of asking “Do you like that game/app?”

Ask: “How does that game/app make you feel?”

This allows us to separate the focus from how much time we’re spending on something vs. how it impacts us on a human level



IN PARTNERSHIP WITH PARENTS AND SCHOOLS:

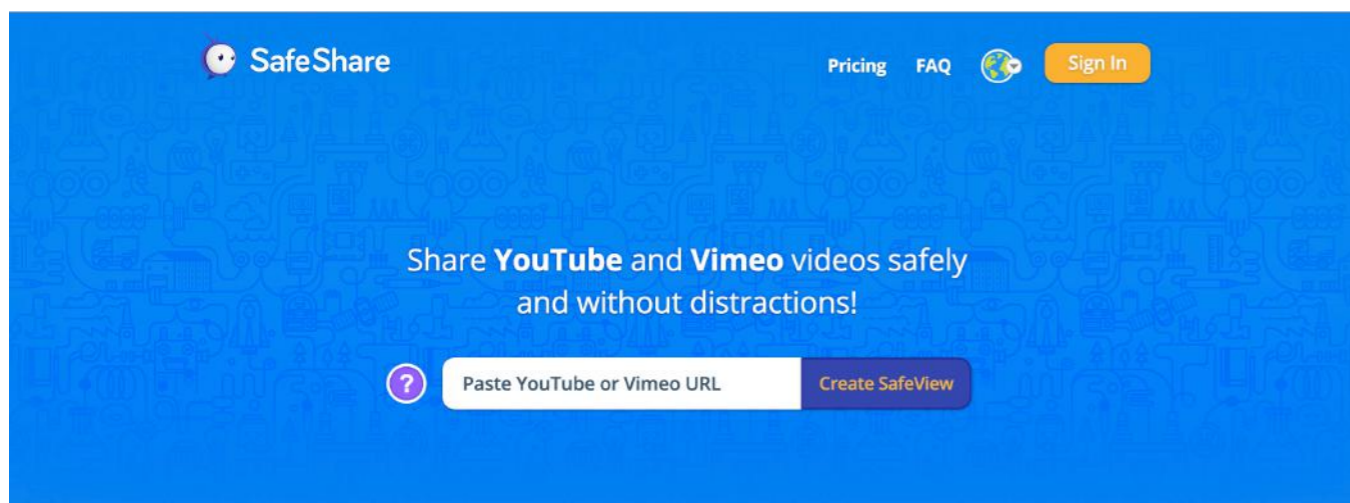
5.9 million children covered.

629 thousand severe self-harm situations detected.

2.6 million severe bullying situations detected.

Bark

Bark is a service that flags the most severe instances of bullying and self-harm possibilities, and shows the messages to an administrator. It's a bit on the "Big Brother" side of monitoring, and the person reviewing the messages needs to have a keen sense of what is and isn't a joke, and actual severity of the messages. Warning that this can lead to instances where a school sees a message and feels they "Have to" act because of the content of the message, even when their instinct is that it's kids being kids.

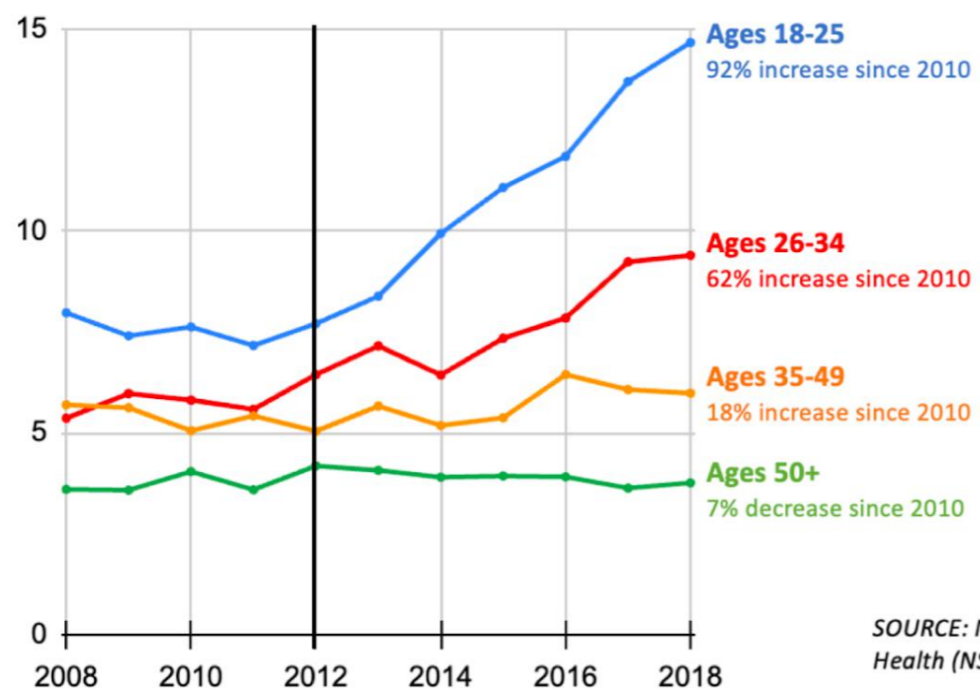


The screenshot shows the SafeShare website interface. At the top left is the SafeShare logo. To the right are links for Pricing, FAQ, and a Sign In button. The main content area features the text "Share YouTube and Vimeo videos safely and without distractions!". Below this is a form with a question mark icon, a text input field labeled "Paste YouTube or Vimeo URL", and a "Create SafeView" button.

SafeShare

safeshare.tv is a good resource for sending YouTube videos to your students. YouTube automatically recommends the next video and is a big distractor, SafeShare allows you to send a video without all the YouTube recommendations.

% U.S. Anxiety Prevalence



Research

If you'd like to dig deeper into the research on social media's impact on young people's wellbeing, [here is a good place to start.](#)



Contact: Max Stossel

Please reach out if you are interested in ongoing programs, or piloting new resources to help students, parents, & educators have healthier relationships with technology.

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Title: CEO, [Social Awakening](https://www.socialawakening.org)

Education Advisor, Center for Humane Technology

To book Max at your school/community visit:
www.socialawakening.org