

THE MINDFUL SCHOOL

Student Lessons-LEVEL 1



CONCEPT:

WHAT IS TECHNOLOGY ADDICTION?

EXERCISE NAME:

I UNDERSTAND TECHNOLOGY ADDICTION

EXPLANATION:

AT THIS AGE, STUDENTS MAY NOT KNOW WHAT TECHNOLOGY ADDICTION MEANS. IT IS IMPORTANT FOR THEM TO LEARN THIS TERM SO THAT THEY CAN APPROACH TECHNOLOGY WITH AWARENESS.

METHODOLOGY

- INTRODUCE THE RELEVANT EDUCATIONAL POSTER TO THE CHILDREN. DISCUSS THE TERM 'ADDICTION' AND HOW PEOPLE CAN BECOME ADDICTED TO TECHNOLOGY.
- BEFORE ADAPTING MINDFULNESS TO THE USE OF TECHNOLOGY, IT CAN BE CONSIDERED AS AN EXERCISE TO INFORM CHILDREN ABOUT HOW TECHNOLOGY ADDICTION OCCURS AND WHAT NEEDS TO BE DONE.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

HAVE YOU LEARNED WHAT TECHNOLOGY ADDICTION MEANS? NOW IMAGINE THERE IS A NUMBER LINE. HOW MANY POINTS WOULD YOU GIVE YOURSELF ABOUT TECHNOLOGY ADDICTION IN THE RANGE OF 0 TO 10 POINTS?

(0) NOT ADDICTED AT ALL----(5) MODERATELY TECHNOLOGY ADDICTED-----

(10) I AM VERY HIGHLY ADDICTED TO TECHNOLOGY

REFERENCES: TBM GREEN CRESCENT PROGRAM

LESSON #:

1

LESSON RESOURCES

What is Addiction?

Addiction is when a person is dependent on something, cannot live without it, and is extremely unhappy without it.

*Technology addiction
What is it?*

Technology addiction is the situation when a person loses their awareness while using technology, cannot control themselves and cannot lead a life without it.



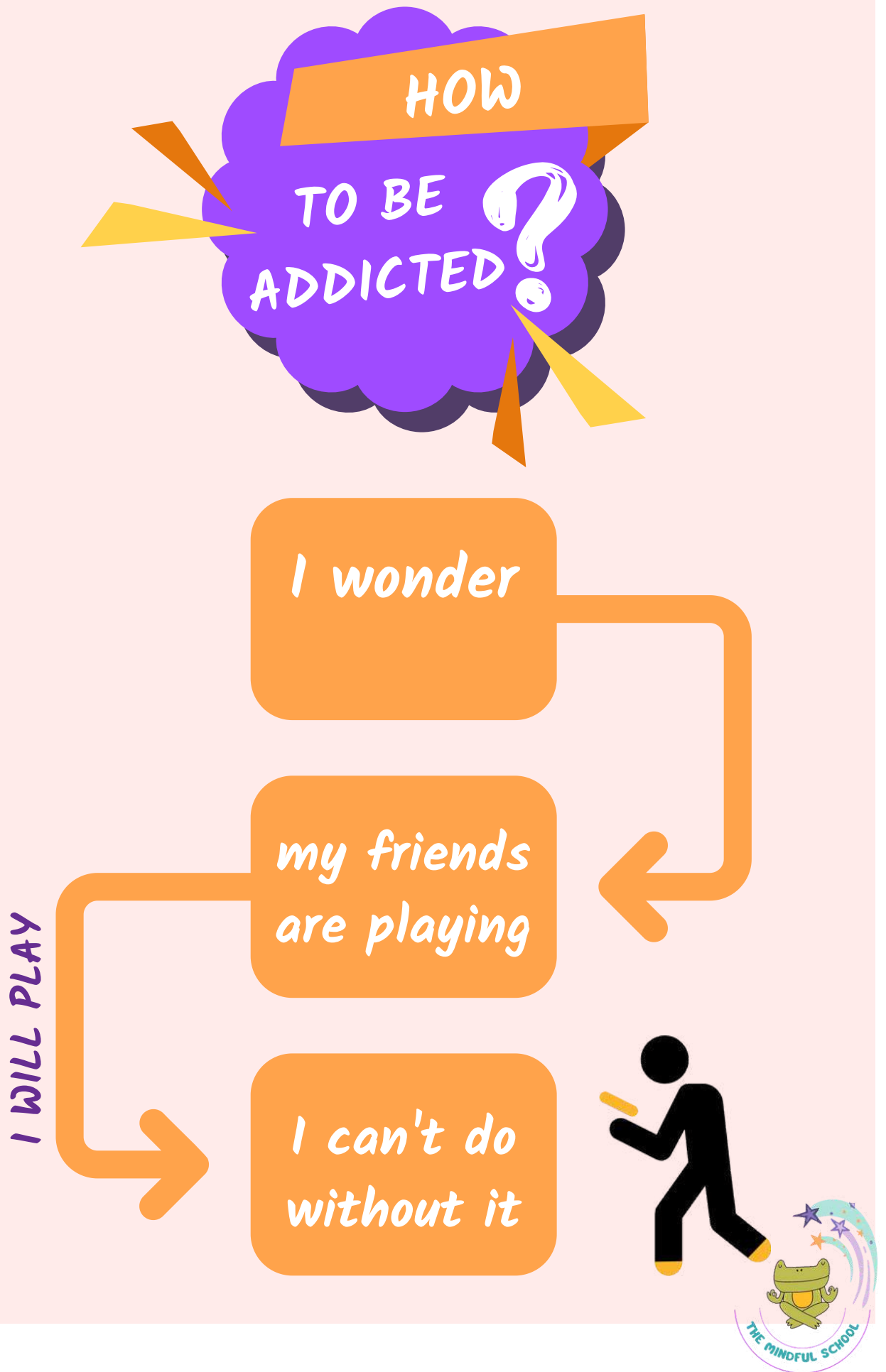
For example

If a child wants to play computer games all the time, they does not attend their classes and their success drops, they is sleepless because of computer games, they stay away from their friends and they have a bad relationship with their family, their mind is always on games when they are not playing, they even eat meals with a computer, tablet, etc. and don't realise how time flies when they are at it.

.....THEY ARE A TECHNOLOGY ADDICT!



LESSON RESOURCES



THE MINDFUL SCHOOL

Student Lessons- LEVEL 1



CONCEPT:

SLOWING DOWN WHEN PLAYING DIGITAL GAMES

EXERCISE NAME:

THE DIGITAL CHARACTER I PLAY IS SLOW NOW

EXPLANATION:

TURN ON SOME SLOW MUSIC FOR THE KIDS. FOR EXAMPLE "JOHANN STRAUSS - THE BLUE DANUBE" STUDENTS ARE OVER-EXCITED AND THEREFORE UNAWARE WHILE PLAYING DIGITAL GAMES. THE PURPOSE OF THIS EXERCISE IS TO HAVE THE STUDENT DRAW A PICTURE OF THEIR FAVOURITE DIGITAL GAME CHARACTER. THIS REMOVES THE CHARACTER FROM THE GAME AND ALLOWS THE STUDENT TO ENGAGE WITH THE CHARACTER AT A SLOWER PACE.

METHODOLOGY

- TURN ON SLOW MUSIC FOR THE KIDS. FOR EXAMPLE "JOHANN STRAUSS- THE BLUE DANUBE".
- ASK THE CHILDREN TO CLOSE THEIR EYES AND IMAGINE THEY ARE PLAYING THEIR FAVOURITE GAME ON THEIR DEVICE. CAN THEY VISUALISE THEIR FAVOURITE CHARACTER?
- THE CHILDREN WILL THEN DESCRIBE THEIR FAVOURITE CHARACTER TO A PARTNER. THEN SOME CHILDREN CAN SHARE WITH THE WHOLE CLASS.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

"CAN YOU VISUALIZE THE GAME AND THE CHARACTER IN YOUR MIND? CAN YOU DESCRIBE WHAT YOU SEE WHEN YOU CLOSE YOUR EYES?"

"WHAT WAS IT LIKE TO THINK ABOUT THE GAME WITH MUSIC?"

THE MINDFUL SCHOOL

Student Lessons-LEVEL 1



CONCEPT:

TAKE DAILY SCREEN BREAKS

EXERCISE NAME:

UNPLUGGING DAY!

EXPLANATION:

THIS ACTIVITY AIMS TO ENCOURAGE STUDENTS TO REDUCE SCREEN ADDICTION AND WILL STUDENTS TO SLOW DOWN BY PAYING ATTENTION TO WHAT THEY FEEL. THEY CAN BE BORED AND CONFUSED ABOUT WHAT TO DO. THEY WILL TRY TO RECOGNISE AND DESCRIBE THE EMOTIONS THEY FEEL WHEN THEY DO NOT USE TECHNOLOGY FOR A DAY.

METHODOLOGY

- EXPLAIN THE CONCEPT TO THE STUDENTS: "CHILDREN TODAY IS UNPLUGGING DAY FOR EVERYONE, (ALL TEACHERS AND STUDENTS) AT OUR SCHOOL! WE WILL NOT LOOK AT THE SCREEN WHEN WE GET HOME. THIS IS A NEW EXPERIENCE FOR ALL OF US. TOMORROW WE WILL SHARE OUR EXPERIENCES WITH EACH OTHER, WHAT WE DID AND HOW WE FELT WHEN WE RETURN TO OUR CLASSES.
- DISCUSS ALTERNATIVE WAYS THE CHILDREN COULD SPEND THEIR TIME WHEN THEY GO HOME FROM SCHOOL THAT DAY.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

"HOW WAS YOUR ZERO TECHNOLOGY EXPERIENCE? WHAT DID YOU FEEL? IF YOU COULD COMPARE THIS EXPERIENCE TO A COLOUR, WHICH COLOUR WOULD YOU CHOOSE? WHY THIS COLOUR?"

"WHAT WERE THE THINGS YOU ENJOYED DOING WHEN THERE WAS NO TECHNOLOGY?"

REFERENCES: ORIGINAL

LESSON #:

3

THE MINDFUL SCHOOL

Student Lessons-LEVEL 1



CONCEPT:

DIGITAL USE REMINDERS

EXERCISE NAME:

1 STICK REMINDERS ON SCREENS

EXPLANATION:

STUDENTS KNOW HOW TO USE THE DIGITAL ENVIRONMENT, BUT THEY NEED REMINDERS.

WITH THE STICKERS CREATED, STUDENTS WILL STICK THESE REMINDER STICKERS ON THEIR TELEVISION TABLETS AND COMPUTERS AT HOME.

METHODOLOGY

REMINDING TIPS CAN PREVENT SAYING THE SAME THING CONTINUOUSLY.

ALSO, STUDENTS WILL GAIN INTERNAL CONTROLS BY SETTING THEIR OWN SCREEN USES OR SCREEN TIME, INSTEAD OF AN ADULT.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

"WHICH SCREENS DID YOU PASTE THE REMINDERS STICKERS ON?"

"WHAT DID THE REMINDERS REMIND YOU OF?"

REFERENCES: ORIGINAL

LESSON #:

4



- decide what to watch
- decide how long
- unplug
- slow down



- decide what to watch
- decide how long
- unplug
- slow down



- decide what to watch
- decide how long
- unplug
- slow down



- decide what to watch
- decide how long
- unplug
- slow down



- decide what to watch
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- decide what to watch
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- slow down

THE MINDFUL SCHOOL STICKERS



Four empty square boxes on the left side, followed by four horizontal brown lines for writing.



Four empty circular boxes on the left side, followed by four horizontal blue lines for writing.

THE MINDFUL SCHOOL STICKERS



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THE MINDFUL SCHOOL

Student Lessons-LEVEL 1



CONCEPT:

STEPS ON HOW TO USE DIGITAL MEDIA

EXERCISE NAME:

DIGITAL MEDIA USE AGREEMENT

EXPLANATION:

THESE AGREEMENT STEPS INCLUDE TIPS STUDENTS CAN REMEMBER WHEN LOOKING AT TECHNOLOGICAL SCREENS AT HOME. FAMILIES MUST BE INFORMED ABOUT THIS AGREEMENT. DAILY CHECK-INS CAN BE COMPLETED TO SEE IF STUDENTS ARE ENGAGING WITH THE AGREEMENT.

METHODOLOGY

- TALK TO THE STUDENTS ABOUT WHAT AN AGREEMENT/CONTRACT IS.
- DISCUSS WHAT COULD BE ADDED TO THEIR OWN CONTRACT FOR THEIR DIGITAL MEDIA USE.
- THE CONTRACT CAN BE MADE INDIVIDUALLY OR AS A WHOLE CLASS.
- THE STUDENTS ARE TAUGHT TO FOLLOW THESE STEPS IN DAILY LIFE PRACTICES.
- REVIEW THE AGREEMENT IN THE COURSE RESOURCE IN THE CLASS.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

DID YOU TRY TO COMPLY WITH THE DIGITAL USE AGREEMENT?

WHAT ARE THE BENEFITS OF THIS AGREEMENT?

REFERENCES: ORIGINAL

LESSON #:

5

LESSON RESOURCES

Digital Use Contract



- ▶ **DECIDE WHAT TO WATCH.**
- ▶ **LOOK AT THE SCREEN ONLY AT A SPECIAL CORNER OF THE HOME, SO HAVE A DIGITAL CORNER AT HOME.**
- ▶ **DON'T FORGET TO STICK REMINDERS!**
- ▶ **DO NOT EAT WHILE LOOKING AT THE SCREEN, BECAUSE YOU MAY NOT KNOW HOW MUCH YOU EAT.**
- ▶ **FIND YOURSELF A NEW ACTIVITY WHEN YOU FINISH THE GAME OR THE MOVIE.**



THE MINDFUL SCHOOL

Student Lessons-LEVEL 1



CONCEPT:

RECOGNIZING THE DESIRE TO USE EXCESSIVE TECHNOLOGY

EXERCISE NAME:

RED CARD GREEN CARD

EXPLANATION:

IN THIS EXERCISE, STUDENTS WILL LEARN TO IDENTIFY THEIR WANTS AND IMPULSES.

IT IS VERY IMMEDIATE FOR CHILDREN TO START DIGITAL GAMES WHEN THEY WANT TO PLAY DIGITAL GAMES.

WITH THIS WORK, WE WILL TRY TO CREATE A MOMENT OF SPACE BETWEEN THEIR BEHAVIOUR AND THEIR EMOTIONS.

METHODOLOGY

WHENEVER STUDENTS WANT TO LOOK AT THE DIGITAL SCREEN FOR MORE THAN THEIR DAILY USAGE TIME, THEY WILL WARN THEMSELVES BY SAYING "RED CARD".

WHEN THEY REALIZE THAT THEY NEED TO USE TECHNOLOGY IN A CONTROLLED WAY AND SAY GOODBYE TO THE SCREEN, THEY WILL BE TRAINED TO SAY "GREEN CARD".

SHOW THE LESSON SOURCE TO INTRODUCE THE CARDS.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

"HOW MANY TIMES DID YOU SHOW YOURSELF A RED CARD YESTERDAY?"

"DID YOU SHOW YOURSELF A GREEN CARD YESTERDAY?"

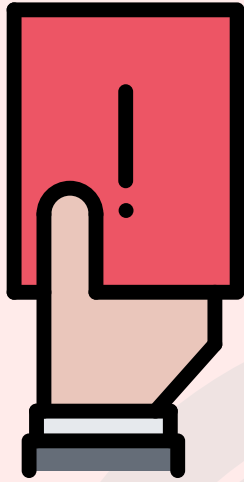
REFERENCES:

ADAPTED FROM CONSCIOUS TECHNOLOGY ACTIVITIES WITH GREEN CAN.

LESSON #:

6

LESSON RESOURCES

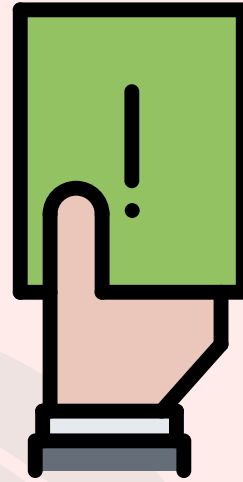


**EVERYONE CAN
SPEND TIME IN
DIGITAL
ENVIRONMENT**

**ONLY IF YOU
EXCEED THE
SCREEN TIME
SUITABLE FOR
YOU**

**YOU MUST SHOW
YOURSELF RED
CARD**

**DON'T FORGET!
YOU CAN CONTROL
YOUR SCREEN TIME.**



**IT TELLS YOU THAT
YOU ARE TAKING
ENOUGH TIME ON
THE SCREEN.**

**IT GIVES YOU
CONTROL.**

**IT STRENGTHENS
YOUR ATTENTION.**

**IT HELPS YOU
SPEND YOUR DAY
EFFICIENTLY.**



THE MINDFUL SCHOOL

Student Lessons-LEVEL 1



CONCEPT:

CARTOON REVIEW

EXERCISE NAME:

STOP THE CARTOON

EXPLANATION:

CHILDREN DO NOT LIKE STOPPING CARTOON MOVIES AT HOME. BUT THIS STRENGTHENS THE ENDLESS 'BINGE WATCHING'. PAUSING THE CARTOON AND ASKING QUESTIONS WILL ENSURE THE CHILDREN WILL SPLIT THE SCREEN TIME INTO LITTLE BREAKS.

METHODOLOGY

IN THIS EXERCISE, STUDENTS WATCH A CARTOON ON THE SMARTBOARD. THE TEACHER STOPS THE CARTOON IN 3 DIFFERENT PLACES AND ASKS QUESTIONS.

- WHAT HAPPENED?
- WHO ARE THE CHARACTERS?
- WHAT DOES THIS SAY?

IT CAN ALSO BE EASILY PRACTISED AT HOME. FAMILIES SHOULD BE ENCOURAGED TO PAUSE THE SCREENS AND HAVE SHORT CHATS WITH THEIR CHILDREN AS A HOMEWORK.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

"DID YOU LIKE STOPPING THE CARTOON AND ASKING YOU QUESTIONS ABOUT THE MOVIE?"
"I THINK THE LITTLE BREAKS WHILE WATCHING THE SCREEN ARE VERY USEFUL.
HOW WOULD YOU USE IT AT HOME WITH YOUR FAMILY?"

REFERENCES: ORIGINAL

LESSON #:

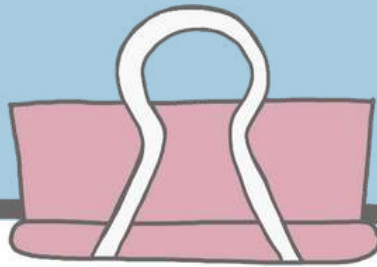
7

LESSON RESOURCES



Care should be taken that the cartoon does not contain violence

CARTOON MOVIES THAT CAN BE WATCHED FOR STUDENTS AGED 6-7



- **PINOKYO**
- **GREAT WINGS**
- **HEIDI**
- **PAW PATROL**



THE MINDFUL SCHOOL

Student Lessons- LEVEL 1



CONCEPT:

REPLACING VIRTUAL GAMES WITH REAL GAMES

EXERCISE NAME:

ROBLOX HIDE AND SEEK IN THE GARDEN

EXPLANATION:

ROBLOX IS A VERY POPULAR GAME IN THIS AGE GROUP AND STUDENTS LOVE PLAYING THIS GAME ONLINE WITH THEIR FRIENDS.

WITH THIS EXERCISE, THE GAME ONLINE IS MOVED TO THE GARDEN.

THERE IS NO NON-VERBAL COMMUNICATION FROM THE SCREEN, NO BODY LANGUAGE COMMUNICATION.

THE STUDENTS WILL HAVE THIS COMMUNICATION WITH THEIR FRIENDS IN THE GARDEN THROUGH THIS FACE TO FACE GAME.

METHODOLOGY

IN THIS EXERCISE, ROBLOX CHARACTERS ARE DISPLAYED ON THE SMARTBOARD. STUDENTS IN THE CLASS CHOOSE A CHARACTER. THEN, THE STUDENTS ARE TAKEN TO THE GARDEN AND INTRODUCED TO THE GAME OF HIDE AND SEEK WITH ROBLOX.

THEY ARE "IT" IN TURN. THE PERSON WHO IS "IT" SHOULD KNOW WHICH CHARACTERS THEIR FRIENDS CHOOSE AND SHOULD TRY TO FIND THEM WHILE THEY ARE HIDING .

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

"HOW WAS THE FIRST TIME PLAYING THE ROBLOX GAME ONLINE WITH YOUR FRIENDS FACE-TO-FACE?"

"HOW WAS TRYING TO KEEP IN MIND WHICH OF ROBLOX CHARACTERS YOUR FRIENDS CHOSE?"

REFERENCES: ORIGINAL

LESSON #:

8

THE MINDFUL SCHOOL

Student Lessons



CONCEPT:

SLOWING DOWN WHEN PLAYING DIGITAL GAMES

EXERCISE NAME:

I CAN SLOW MY DIGITAL CHARACTER DOWN

EXPLANATION:

STUDENTS ARE OVER-EXCITED AND THEREFORE UNAWARE WHILE PLAYING DIGITAL GAMES. THE PURPOSE OF THIS EXERCISE IS TO HAVE THE STUDENT DRAW A PICTURE OF THEIR FAVOURITE DIGITAL GAME CHARACTER. THIS REMOVES THE CHARACTER FROM THE GAME AND ALLOWS THE STUDENT TO ENGAGE WITH THE CHARACTER AT A SLOWER PACE.

METHODOLOGY

- TURN ON SLOW MUSIC FOR THE KIDS. FOR EXAMPLE "VIVALDI".
- ASK THE CHILDREN TO CLOSE THEIR EYES AND IMAGINE THEY ARE PLAYING THEIR FAVOURITE GAME ON THEIR DEVICE. CAN THEY VISUALISE THEIR FAVOURITE CHARACTER?
- THE CHILDREN WILL THEN MINDFULLY DRAW A PICTURE OF THEIR FAVOURITE CHARACTER USING THE TEMPLATE PROVIDED.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

"YOUR GAME CHARACTER WAS ACTUALLY VERY FAST, BUT DID YOU NOTICE THAT YOU WERE SLOWING DOWN WHILE LISTENING TO THIS MUSIC? WHY DO YOU THINK?"

"DO YOU THINK OUR EMOTIONS CHANGE WHEN OUR BEHAVIOURS CHANGE? WRITE YOUR THOUGHTS IN THE THINKING BALL."

REFERENCES: ORIGINAL

LESSON #: 1

LESSON RESOURCES

A large, blank white rectangular area framed by a thin black border, intended for students to write their thoughts or reflections.

THE MINDFUL SCHOOL

Student Lessons



CONCEPT: DIGITAL USE REMINDERS

EXERCISE NAME: SCREEN TIME REMINDERS

EXPLANATION:

VISUAL REMINDERS CAN BE A GREAT METHOD TO USE TO BECOME MORE AWARE OF SCREEN TIME. STUDENTS WILL GAIN INTERNAL CONTROLS BY SETTING THEIR OWN SCREEN TIME, INSTEAD OF AN ADULT.

METHODOLOGY

- BEGIN WITH A CLASS DISCUSSION ABOUT HOW MUCH TIME THE CHILDREN SPEND ON SCREENS EACH DAY- THEIR PHONES, TABLETS, COMPUTERS, TV ETC.
- ASK THE CHILDREN IF THEY NOTICE THE TIME PASSING OR NOT. TALK ABOUT HOW WE CAN CONTROL OUR OWN SCREEN TIME BY USING REMINDERS TO SWITCH OFF. GET THE CHILDREN TO LIST THEIR PERSONAL LIMITS FOR THEIR SCREEN TIME AND SET THEIR GOALS.
- WITH THE STICKERS CREATED, STUDENTS CAN STICK THESE REMINDERS ON THEIR DEVICES AT HOME. FOLLOW UP WITH A DISCUSSION THE NEXT WEEK TO SEE IF THEY HAVE MADE A DIFFERENCE WITH THEIR SCREEN TIME.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

"DID THE REMINDERS WORK?"

"HOW DOES IT FEEL TO DECIDE FOR YOURSELF WHEN TO TURN THE TELEVISION OFF?"

REFERENCES: ORIGINAL

LESSON #:

2

LESSON RESOURCES

UNPLUG!

**DO NOT EAT
WHILE
LOOKING AT
THE SCREEN**

**DECIDE WHAT
TO WATCH!
JUST WATCH IT**

**LOOK AT
THE
CLOCK!**

**SLOW
DOWN!**

**MANAGE
YOUR
SCREEN
TIME!**





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THE MINDFUL SCHOOL STICKERS



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THE MINDFUL SCHOOL

Student Lessons



CONCEPT:

TO BECOME MORE MINDFUL ABOUT TECHNOLOGY USE

EXERCISE NAME:

UNPLUGGING DAY!

EXPLANATION:

THIS ACTIVITY AIMS TO ENCOURAGE STUDENTS TO REDUCE SCREEN ADDICTION AND WILL STUDENTS TO SLOW DOWN BY PAYING ATTENTION TO WHAT THEY FEEL.

THEY CAN BE BORED AND CONFUSED ABOUT WHAT TO DO. THEY WILL TRY TO RECOGNISE AND DESCRIBE THE EMOTIONS THEY FEEL WHEN THEY DO NOT USE TECHNOLOGY FOR A DAY.

METHODOLOGY

- EXPLAIN THE CONCEPT TO THE STUDENTS: "CHILDREN TODAY IS UNPLUGGING DAY FOR EVERYONE, (ALL TEACHERS AND STUDENTS) AT OUR SCHOOL! WE WILL NOT LOOK AT THE SCREEN WHEN WE GET HOME. THIS IS A NEW EXPERIENCE FOR ALL OF US. TOMORROW WE WILL SHARE OUR EXPERIENCES WITH EACH OTHER, WHAT WE DID AND HOW WE FELT WHEN WE RETURN TO OUR CLASSES.
- DISCUSS ALTERNATIVE WAYS THE CHILDREN COULD SPEND THEIR TIME WHEN THEY GO HOME FROM SCHOOL THAT DAY.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

"HOW WAS THE ZERO TECHNOLOGY EXPERIENCE? WHAT DID YOU FEEL?"

"WHAT WERE THE THINGS YOU ENJOYED DOING WHEN YOU WERE NOT USING TECHNOLOGY?"

REFERENCES: ORIGINAL

LESSON #:

3

LESSON RESOURCES

my TECHNOLOGY-FREE DAY

WHAT I DO WITH NO
TECHNOLOGY

HOW I FEEL

MY THOUGHTS



THE MINDFUL SCHOOL

Student Lessons



CONCEPT:

RECOGNISING THE DESIRE TO USE EXCESSIVE TECHNOLOGY

EXERCISE NAME:

TECHNOFROG AND TECHNOSAUR

EXPLANATION:

IN THIS EXERCISE, STUDENTS WILL LEARN TO IDENTIFY THEIR WANTS AND IMPULSES.

AS CHILDREN TODAY HAVE SUCH EASY ACCESS TO THE ONLINE AND DIGITAL WORLD, THE INTENTION OF THIS ACTIVITY IS TO TRY TO CREATE A MOMENT OF SPACE BETWEEN THEIR BEHAVIOUR AND THEIR EMOTIONS.

METHODOLOGY

- ASK THE CHILDREN HOW OFTEN THEY HAVE A SUDDEN DESIRE TO USE A FORM OF TECHNOLOGY. DISCUSS THE LANGUAGE OF 'WANTS' AND 'IMPULSES'.
- INTRODUCE THE STUDENTS TO THE TWO TECHNO CHARACTERS, TECHNOSAUR AND TECHNOFROG, USING THE RESOURCES PROVIDED.
- CHALLENGE THE STUDENTS TO THIS: WHENEVER THEY WANT TO USE TECHNOLOGY, THEY CAN SAY "TECHNOSAUR CAME TO VISIT".
- WHENEVER THEY REALIZE THAT THEY NEED TO USE TECHNOLOGY IN A CONTROLLED MANNER, THEY CAN SAY "TECHNOFROG HAS ARRIVED".
- REVISIT THIS TOPIC AND ASK THE CHILDREN IF THEY USED THIS TECHNIQUE AND IF THEY FOUND IT HELPFUL.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

"HOW MANY TIMES DID TECHNOSAUR VISIT YOU YESTERDAY?"

"HOW MANY TIMES DID TECHNOFROG VISIT YOU YESTERDAY?"

"DID YOU FIND IT USEFUL TO USE THESE CHARACTERS TO HELP YOU TO BE MORE MINDFUL WHEN USING TECHNOLOGY?"

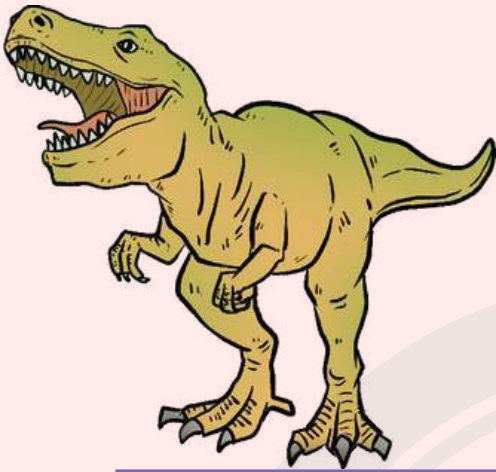
REFERENCES:

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LESSON #:

4

LESSON RESOURCES



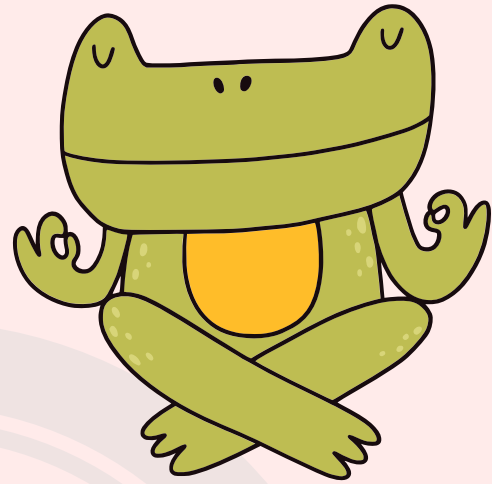
TECHNOSAUR

**IT IS IMMEDIATE.
IT IS DIFFICULT TO
DEAL WITH THIS
REQUEST.**

**IT COMPLETELY
ENGAGES YOU.**

**WHENEVER YOU
WANT TO
PLAY A DIGITAL GAME**

**IMAGINE
THE DINOSAUR
KNOCKING ON
YOUR DOOR. DECIDE
HOW MANY
VISITORS
YOU HAVE
AT YOUR HOME.**



TECHNOFROG

**IT TELLS YOU THAT
YOU HAVE HAD
ENOUGH TIME ON
THE SCREEN.**

**IT GIVES YOU
CONTROL.**

**IT STRENGTHENS
YOUR ATTENTION.**

**IT HELPS YOU
SPEND YOUR DAY
EFFICIENTLY.**



THE MINDFUL SCHOOL

Student Lessons



CONCEPT: STEPS ON HOW TO USE DIGITAL MEDIA

EXERCISE NAME: DIGITAL MEDIA USE AGREEMENT

EXPLANATION:

THESE AGREEMENT STEPS INCLUDE TIPS STUDENTS CAN REMEMBER WHEN LOOKING AT TECHNOLOGICAL SCREENS AT HOME. FAMILIES MUST BE INFORMED ABOUT THIS AGREEMENT. DAILY CHECK-INS CAN BE COMPLETED TO SEE IF STUDENTS ARE ENGAGING WITH THE AGREEMENT.

METHODOLOGY

- TALK TO THE STUDENTS ABOUT WHAT AN AGREEMENT/CONTRACT IS.
- DISCUSS WHAT COULD BE ADDED TO THEIR OWN CONTRACT FOR THEIR DIGITAL MEDIA USE.
- THE CONTRACT CAN BE MADE INDIVIDUALLY OR AS A WHOLE CLASS.
- THE STUDENTS ARE TAUGHT TO FOLLOW THESE STEPS IN DAILY LIFE PRACTICES.
- REVIEW THE AGREEMENT IN THE COURSE RESOURCE IN THE CLASS.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

"DID YOU TRY TO COMPLY WITH THE DIGITAL USE AGREEMENT?"

"WHAT ARE THE BENEFITS OF THIS AGREEMENT?"

LESSON RESOURCES

Digital Use contract



- ▶ **DECIDE WHAT TO PLAY**
- ▶ **DECIDE HOW LONG TO PLAY**
- ▶ **NOTICE WHAT YOU FEEL WHILE PLAYING**
- ▶ **LOOK AT THE CLOCK**
- ▶ **LOOK AT THE REMINDERS**
- ▶ **FOLLOW YOUR DECISION**
- ▶ **NOTICE WHAT YOU FEEL WHEN YOU FINISH THE GAME**

A stylized, handwritten signature in black ink, consisting of several loops and a long horizontal stroke.



THE MINDFUL SCHOOL

Student Lessons



CONCEPT:

DIGITAL GAME REVIEW

EXERCISE NAME:

WE ARE FREEZING THE DIGITAL GAME.

EXPLANATION:

IN THIS EXERCISE, THE DESIRED DIGITAL GAME IS OPENED ON A SMART BOARD OR STUDENT TABLETS. INSTEAD OF COMPLETING THE DIGITAL GAME, STUDENTS STOP THE DIGITAL GAME WHEN COMMANDED (STOP THE GAME) AND REVIEW THE DETAILS OF THE PICTURE ON THEIR SCREENS.

OBSERVING THE ENVIRONMENT, DESCRIPTION OF COLORS, SHAPES, EXAMINING PEOPLE'S OUTLOOK ARE THE OBJECTIVES OF THIS EXERCISE.

METHODOLOGY

DIGITAL GAMES ARE FAST. WHEN PLAYING IS STOPPED BY THE TEACHER'S COMMAND, THE STUDENT IS INVITED TO STAY IN THE MOMENT. WHEN STUDENTS ARE TOLD TO "LOOK AT THE IMAGE ON YOUR SCREENS NOW", STUDENTS BEGIN FOCUSING ON THE MOMENT. THEY CAN PAY ATTENTION TO THE DETAILS THAT THEY HAVEN'T DISCOVERED OR ARE NOT AWARE OF.

CONSCIOUSLY LOOKING AT THE GAME SCREEN WILL SLOW THEM DOWN. IN THIS EXERCISE, THE GAME CAN BE CONTINUED AND THE STOP COMMAND CAN BE GIVEN AGAIN.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

"WHAT ARE THE DETAILS YOU SEE ON THE SCREEN WHEN YOU STOP YOUR FAVOURITE GAME? COLORS, SHAPES, PEOPLE'S APPEARANCE... LET'S EXPLAIN THESE."

"WHAT DO YOU FEEL WHEN YOU START THE GAME AGAIN? FOCUS ON YOUR BODY-WHAT HAPPENS WITH YOUR BODY WHEN YOU ARE PLAYING? (YOUR HEART RATE, YOUR MOVEMENT SPEED)"

REFERENCES: ORIGINAL

LESSON #:

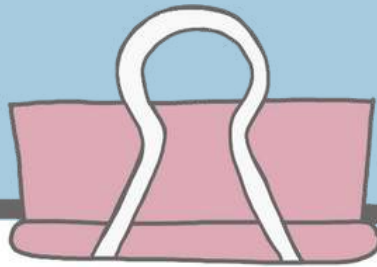
6

LESSON RESOURCES



It should be noted that the game does not contain violence

GAME LIST FOR 8-10 YEAR OLD STUDENTS



- **STUMPLE GUYS**
- **NEED FOR SPEED**
- **TETRIS MARIO**
- **GEOMETRY DASH LITE**
- **RED BALL**
- **TOCA KITCHEN**



THE MINDFUL SCHOOL

Student Lessons



CONCEPT:

SLOW DOWN BY CHANGING THE RULES OF THE GAME

EXERCISE NAME:

CONTROLLED ARRIVAL INSTEAD OF CAR RACE

EXPLANATION:

IN THIS EXERCISE, A CAR RACING GAME FOR KIDS IS ON THE SMART BOARD. CAR RACING IS ACTUALLY A RACE AS IT IS CALLED. BUT OUR GOAL IS TO SLOW THEM DOWN. THE RULES OF THIS GAME ARE CHANGED. INSTEAD OF RACING, THE MAIN GOAL IS TO GET THE CAR TO THE DESTINATION IN A CONTROLLED MANNER.

METHODOLOGY

STUDENTS ARE FAST, EXCITED AND AGILE WHEN PLAYING CAR RACING IN ITS ORIGINAL FORM.

HOWEVER, WHEN THE RULES OF THIS GAME ARE CHANGED, THEY EXPERIENCE DRIVING THE CAR SAFELY AND SLOWLY AND CALMLY WITHOUT EXPERIENCING ANY ACTION. WHEN BEHAVIOUR CHANGES, EMOTIONS CHANGE AND A CALM CONTROLLED MOOD IS EXPERIENCED.

AT THE SAME TIME, THE FEELING OF WINNING, WHICH INCLUDES AMBITION, IS REPLACED BY THE FEELING OF RELIEF IN COMPLETING THE JOB.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

"WHAT WAS IT LIKE TO USE THE CARS IN A CONTROLLED MANNER INSTEAD OF RACING THEM TO REACH THE DESTINATION?"

"HOW DID YOU FEEL WHILE DRIVING THE CAR SLOWLY? LISTEN TO YOUR BODY- WHAT HAPPENED?"

REFERENCES: ORIGINAL

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LESSON RESOURCES



- *Speed car 3d*
- *Car Parking Multiplayer*
- *BUS Simulator : Ultimate*



THE MINDFUL SCHOOL

Student Lessons



CONCEPT:

TO DRAMATIZE A CARTOON

EXERCISE NAME:

MY GAME

EXPLANATION:

IN THE LESSON, CHILDREN WATCH A CARTOON THEY LIKE. IT IS THE CHILDREN'S JOB TO STOP THE MOVIE 3 TIMES AND DRAMATIZE IT EACH TIME IT STOPS. THE SCENE TO BE STOPPED IS DECIDED TOGETHER WITH THE CHILDREN. THE SCENE IS CHANGED 3 TIMES. THAT IS, THE CARTOON IS STOPPED IN 3 DIFFERENT SCENES AND DRAMATIZED.

METHODOLOGY

CARTOONS ARE FLUID. WE CONSTANTLY FEEL THE FEELING OF WATCHING THE NEXT EPISODE AND WE MOVE ON TO THE NEXT EPISODE WITH CURIOSITY. HOWEVER, THE CARTOON IS STOPPED WITH THIS EVENT. THE CHILD GETS INTO THE CHARACTERS AND TRIES TO ACT OUT THE SCENE. IN THE STOPPED SCENES, THE CHILD IS ENCOURAGED TO THINK IN DETAIL AND THINK CREATIVELY. THIS ACTIVITY ALSO FOCUSES ON BALANCING THE EXCESSIVE CONSUMPTION TENDENCIES OF CHILDREN.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

"WHAT WAS IT LIKE TO STOP YOUR FAVORITE CARTOON IN AN EXCITING SCENE?"

"HOW DID IT MAKE YOU FEEL TO PLAY THE CHARACTERS HERE?"

REFERENCES: ORIGINAL

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