



INTENTIONALLY
*Unplugged*TM 

CONNECT TO WHAT COUNTS.

INTENTIONALLY UNPLUGGED CLASSROOM

Introduction to Digital Wellness

with your teacher

TEACHER NAME HERE

Your School Name Here

2020-2021



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WELCOME TO INTENTIONALLY UNPLUGGED CLASSROOM

Digital wellness refers to the state of one's physical and mental health in the Digital Age. More specifically, digital wellness refers to preventative measures aimed at regulating and improving the healthy use of technology.

This program will teach you how to analyze and identify the positive and negative impacts of screen use in relation to your basic human needs. By understanding the skills and awareness required to modify your own screen use, you will be better equipped to support your own digital wellness, both inside and outside the classroom.

Let's get started!



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COURSE OVERVIEW

SECTION 1: THE RISE OF THE DIGITAL ERA

LESSON 1: LIFE BEFORE SCREENS

LESSON 2: STILL FACE PARADIGM

LESSON 3: MASLOW'S HIERARCHY OF NEEDS

SECTION 2: NOT ALL SCREEN TIME IS CREATED EQUAL

LESSON 1: ACTIVE AND PASSIVE SCREEN USE

LESSON 2: THE EMOTIONAL EFFECTS OF SCREEN USE

LESSON 3: SOCIAL MEDIA MINDFULNESS

SECTION 3: EXPLORING YOUR DIGITAL WELLNESS

LESSON 1: ESTABLISHING HEALTHY BOUNDARIES

LESSON 2: HOW TO CONNECT TO WHAT COUNTS

LESSON 3: REFLECTION AND INSIGHT



CONNECT TO WHAT COUNTS.

SECTION 1: THE RISE OF THE DIGITAL ERA

LESSON 1:

LIFE BEFORE SCREENS

LESSON 2:

STILL FACE PARADIGM

LESSON 3:

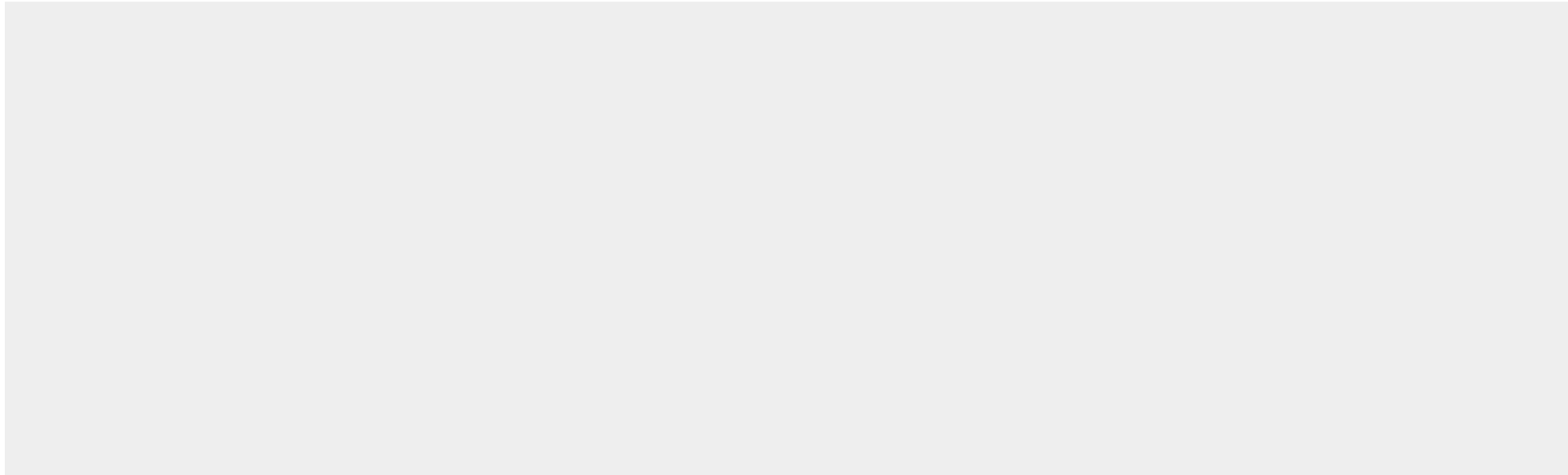
MASLOW'S HIERARCHY OF NEEDS



CONNECT TO WHAT COUNTS.

LESSON 1: LIFE BEFORE SCREENS

How do you think human relationships may have been different before the rise of smartphones and other portable screen devices?



CONNECT TO WHAT COUNTS.

LESSON 1: LIFE BEFORE SCREENS

What is screen time?

“Screen time” is any time spent watching television and videos, playing video, computer or tablet games, and surfing the Internet. With more electronic entertainment options than ever before, it is harder to get up and moving. In fact, kids today are spending more time with screens than in any activity but sleeping!



CONNECT TO WHAT COUNTS.

LESSON 1: LIFE BEFORE SCREENS

In what ways would your life be different if you didn't have regular access to a device?

[A large, empty light gray rectangular box intended for user input or discussion.]

[Here are 15 other ways life would be different - see for yourself!](#)



CONNECT TO WHAT COUNTS.

LESSON 1: LIFE BEFORE SCREENS

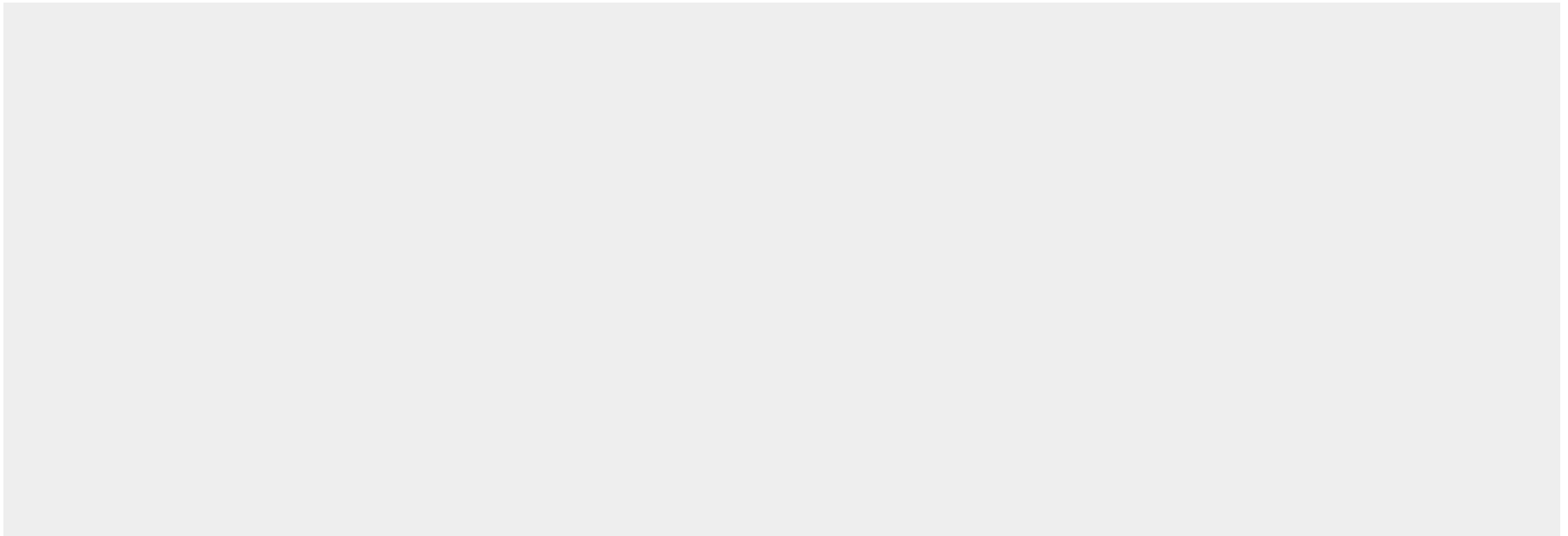
Look at the photos below. What stands out to you?



CONNECT TO WHAT COUNTS.

LESSON 1: LIFE BEFORE SCREENS

Do you feel that these photos are an accurate depiction of how we relate to one another today? Why? or Why not?



CONNECT TO WHAT COUNTS.

LESSON 1: LIFE BEFORE SCREENS

Now, look at these photos. What is different about them?



CONNECT TO WHAT COUNTS.

LESSON 1: LIFE BEFORE SCREENS

What words would you use to describe the people in the photos *with* devices?

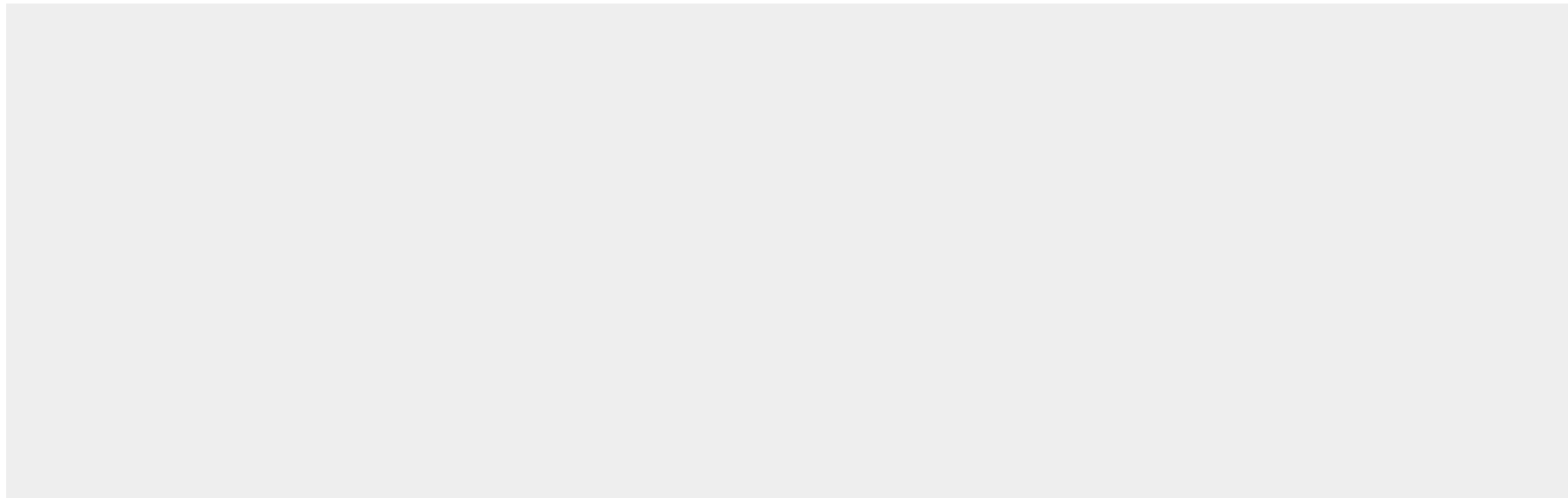
What words would you use to describe the people in the photos *without* devices?



CONNECT TO WHAT COUNTS.

LESSON 1: LIFE BEFORE SCREENS

Make a list of all the reasons you use screens (Example: to connect with long distance relatives, to do my homework):



CONNECT TO WHAT COUNTS.

LESSON 1: LIFE BEFORE SCREENS

ACTIVITY: Answer the following questions with your group and record your answers to share with the class. Let's see if your answers overlap!

Share an activity when using a screen makes your life better:

Share an activity when using a screen makes your life worse:



CONNECT TO WHAT COUNTS.

LESSON 2: STILL FACE PARADIGM

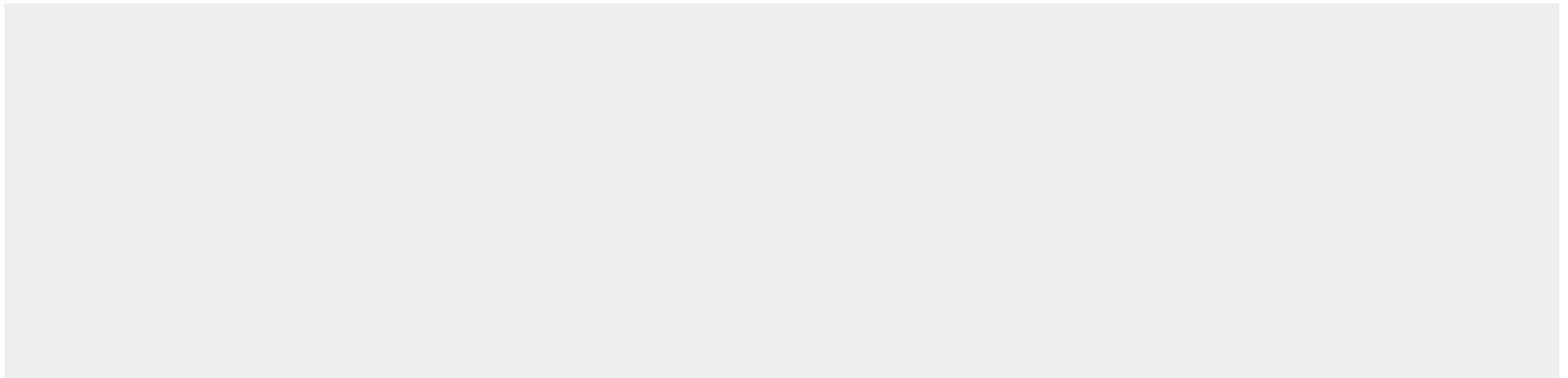


CONNECT TO WHAT COUNTS.

LESSON 2: STILL FACE PARADIGM

[WATCH: Dr. Tronick's, "Still Face Paradigm" experiment](#)

What was the intent of this experiment?



CONNECT TO WHAT COUNTS.

LESSON 2: STILL FACE PARADIGM

How did the baby respond when the caregiver was attentive and emotionally available to the baby's needs?

[Empty text box for response]

How did the baby respond when the caregiver became unavailable and unresponsive?

[Empty text box for response]



CONNECT TO WHAT COUNTS.

LESSON 2: STILL FACE PARADIGM

The caregiver never left the baby alone. So, what made her *unavailable*?

When the caregiver is using a still face, which of the baby's needs are not being met?



CONNECT TO WHAT COUNTS.

LESSON 2: STILL FACE PARADIGM

[WATCH: “Still Face Paradigm with Device”](#)

How is the distraction from the woman’s phone in this video similar to the other mother’s still face reaction in the previous video?

Why is this important?



CONNECT TO WHAT COUNTS.

LESSON 2: STILL FACE PARADIGM

Share a time in your life when you felt that a person you were trying to talk to was distracted by a screen.

How did that make you feel?



CONNECT TO WHAT COUNTS.

LESSON 2: STILL FACE PARADIGM

Have you ever been distracted by a screen when someone was talking to you?

How do you think that made them feel?



CONNECT TO WHAT COUNTS.

LESSON 2: STILL FACE PARADIGM

Have you heard of the term *Technoference*? **Technoference** refers to the interruptions in interpersonal communication caused by attention paid to personal technological devices. In other words, it's that thing where you're looking at your phone or tablet and don't hear the question your friend or your mom or your teacher asked you.

HELLO!!! Can you hear me??? When was the last time you tried to talk someone and they didn't hear you because they were so focused on their device?



CONNECT TO WHAT COUNTS.

LESSON 2: STILL FACE PARADIGM

READ: “Screens are keeping us connected now – but they’re still disruptive to in-person communication”

Why is this information important?

What does it tell us about how we feel most connected?

What does it tell us about the importance of being fully present and emotionally available for each other when we are together?



CONNECT TO WHAT COUNTS.

LESSON 2: STILL FACE PARADIGM

Define *Emotionally Available*:

Define *Physically Available*:

Explain the difference between the two:



CONNECT TO WHAT COUNTS.

LESSON 2: STILL FACE PARADIGM

ASSIGNMENT: Write about a time when you were physically present with other people but distracted on your phone. Describe what the experience *could have been like* if you had turned your device off and stayed emotionally present instead.



CONNECT TO WHAT COUNTS.

LESSON 3: MASLOW'S HIERARCHY OF NEEDS



CONNECT TO WHAT COUNTS.

LESSON 3: MASLOW'S HIERARCHY OF NEEDS

[Maslow's Hierarchy of Needs](#) is a theory in psychology proposed by Abraham Maslow in his 1943 paper, "A Theory of Human Motivation". The hierarchy of needs is a five-tier model often depicted as different levels within a pyramid.

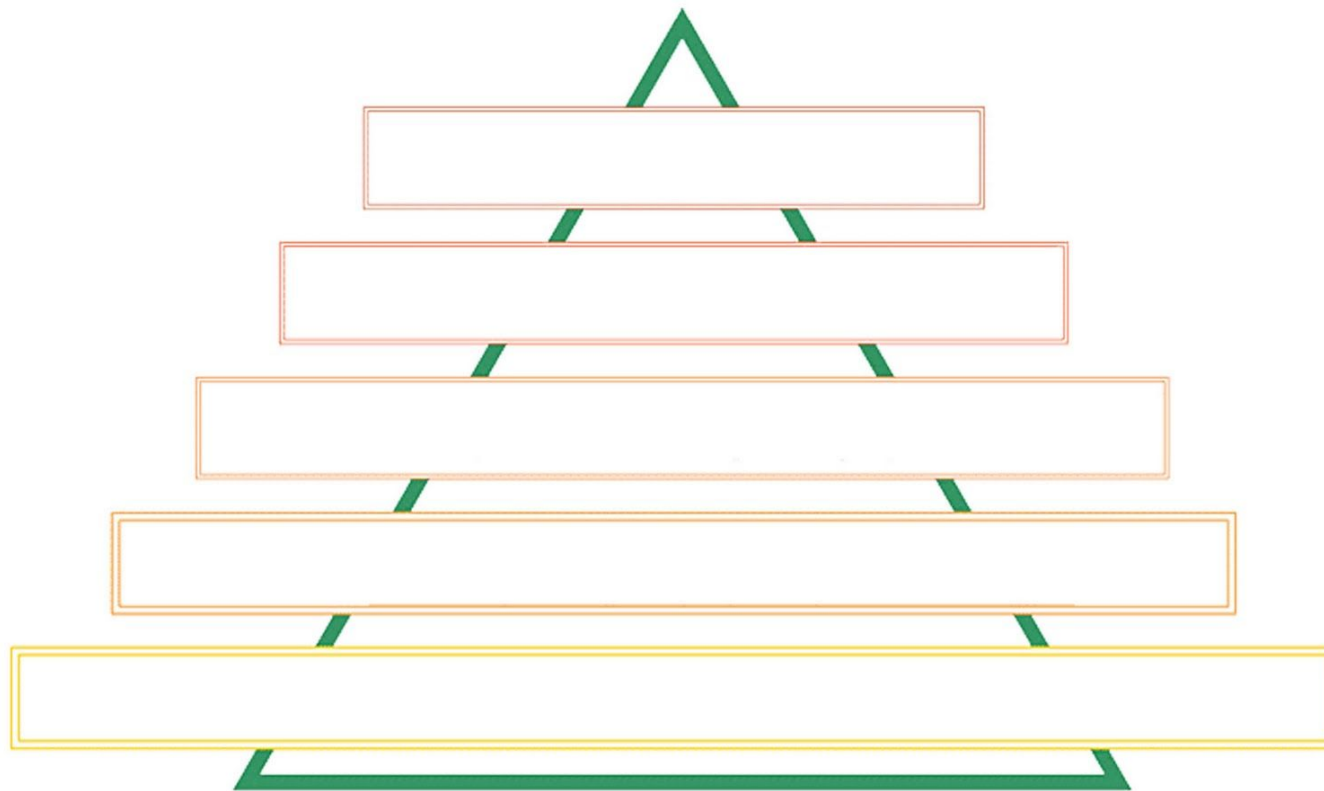
While some of the existing schools of thought at the time tended to focus on problematic behaviors, Maslow was much more interested in learning about what makes people happy and the things they do to achieve that aim.



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Maslow's Hierarchy of Needs

Fill in the 5 levels of Maslow's hierarchy of needs based on what you learned.



LESSON 3: MASLOW'S HIERARCHY OF NEEDS

According to Maslow's theory, which level of the pyramid is considered the most essential?

What are some examples of how a person could meet those most essential needs?

What might prevent a person from being able to move up the pyramid?



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LESSON 3: MASLOW'S HIERARCHY OF NEEDS

Pick one level of Maslow's Hierarchy of Needs and discuss ways in which screens could positively or negatively make an impact. For example, receiving likes on an Instagram post could affect your self-esteem.

Physiological needs:

Safety needs:

Love and belonging needs:

Esteem needs:

Self-actualization needs:



CONNECT TO WHAT COUNTS.

LESSON 3: MASLOW'S HIERARCHY OF NEEDS

ASSIGNMENT: Create a vision board incorporating your own hierarchy of needs. Include images about travel, education, friends, family, food, meaningful quotes and anything that inspires and brings you joy.

- Your images can be pulled from magazines, newspapers, or printed from a computer.
- You can use personal drawings and art.
- Your board should feel uplifting and motivating.



CONNECT TO WHAT COUNTS.

SECTION 2:

NOT ALL SCREEN TIME IS CREATED EQUAL

LESSON 1:

ACTIVE AND PASSIVE SCREEN USE

LESSON 2:

THE EMOTIONAL EFFECTS OF SCREEN USE

LESSON 3:

SOCIAL MEDIA MINDFULNESS



CONNECT TO WHAT COUNTS.

LESSON 1: ACTIVE AND PASSIVE SCREEN USE



CONNECT TO WHAT COUNTS.

LESSON 1: ACTIVE AND PASSIVE SCREEN USE

When we think of our health, we think of a balanced diet. But our health far extends the fruits and vegetables we put into our bodies. In this day and age, we need to consider our digital health too.

- *Active screen use* is like the fruits and vegetables of your digital nutrition.
- *Passive screen use* is the cake and candy that we crave, but that we know we need to eat in moderation to stay healthy.

When it comes to screen use, we want to have larger portions of ACTIVE screen use, while limiting our portions of PASSIVE screen use.

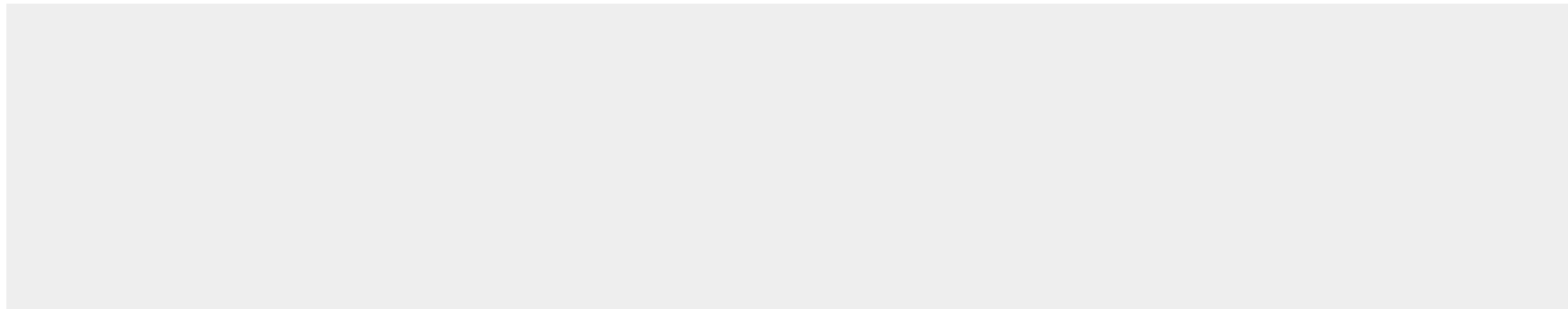


CONNECT TO WHAT COUNTS.

LESSON 1: ACTIVE AND PASSIVE SCREEN USE

During the COVID-19 pandemic, many people feel grateful for screens and technology.

In what ways are screens especially useful to us during this time?



CONNECT TO WHAT COUNTS.

LESSON 1: ACTIVE AND PASSIVE SCREEN USE

[READ: Coronavirus Screen Time](#)

Describe some of the helpful screen-based activities mentioned in the article.



CONNECT TO WHAT COUNTS.

LESSON 1: ACTIVE AND PASSIVE SCREEN USE

Define ACTIVE screen use.

Define PASSIVE Screen use.

List 3 examples of each type of use:

[READ more about Active and Passive Screen Use](#)



CONNECT TO WHAT COUNTS.

LESSON 1: ACTIVE AND PASSIVE SCREEN USE

Think about your own screen use and take [this survey](#).

Do you think that your own screen use takes the place of in-person connection? Explain.



CONNECT TO WHAT COUNTS.

LESSON 1: ACTIVE AND PASSIVE SCREEN USE

Create a list of 3 ideas to help people decrease their passive screen use:

Three horizontal grey bars provided for writing ideas to decrease passive screen use.



CONNECT TO WHAT COUNTS.

LESSON 1: ACTIVE AND PASSIVE SCREEN USE

ASSIGNMENT:

[WATCH: Why Screens Make Us Less Happy](#)

What did you find most interesting about this Ted-Talk?

What surprised you the most?



CONNECT TO WHAT COUNTS.

LESSON 1: ACTIVE AND PASSIVE SCREEN USE

Have you ever thought about how much of your life you will spend on a screen?

According to a recent poll, the average adult will spend the equivalent of **34 years** of their lives staring at a screen.

A questionnaire taken by 2,000 people in Britain found that they spent **more than 4,866 hours a year** on average using phones, laptops and televisions.

This would equate to **301,733 hours over the average adult lifetime** of 62 years.



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LESSON 1: ACTIVE AND PASSIVE SCREEN USE

What about your own screen time use for 2020? Let's do the math!

- [Check your phone usage](#) and record the average daily number of hours you're on your phone.
- Multiply your answer x 7 (days in the week)
- Multiply your answer x 52 (weeks in 2020)

There are 8,784 hours in 2020.

Total numbers of hours you will spend on a screen this year:



CONNECT TO WHAT COUNTS.

LESSON 1: ACTIVE AND PASSIVE SCREEN USE

- Calculate the total number of screen time hours spent per year for all class members.
- Next, have an open discussion about how seeing these numbers makes you feel.
- List something you could do after school today to replace one hour of passive screen time:

A large, empty light gray rectangular box provided for students to write their responses to the third bullet point.



CONNECT TO WHAT COUNTS.

LESSON 2: THE EMOTIONAL EFFECTS OF TECHNOLOGY



CONNECT TO WHAT COUNTS.

LESSON 2: THE EMOTIONAL EFFECTS OF TECHNOLOGY

Do you have anxiety when your phone is out of reach?

If you answered YES, you should know that iPhone separation anxiety is real, and you aren't alone.

Nomophobia is a term that describes the fear of being without a mobile device, or beyond mobile phone contact. The term is an abbreviation for “no-mobile-phone phobia” which was coined during a 2010 study by the UK Post Office. Find out more [HERE](#).



CONNECT TO WHAT COUNTS.

LESSON 2: THE EMOTIONAL EFFECTS OF TECHNOLOGY

[READ: iPhone Separation Anxiety](#)

ASSIGNMENT: Put your phone in another room while you sit down to write your assignment.

Write about your experience being separated from your phone. Pay attention to your feelings. Is this experience positive for you? Or negative? Please explain.



CONNECT TO WHAT COUNTS.

LESSON 2: THE EMOTIONAL EFFECTS OF TECHNOLOGY

Recall a time when you felt that screens helped you to feel *more* connected to another person:

List 3 ways that you think screens can be *helpful* in our lives:



CONNECT TO WHAT COUNTS.

LESSON 2: THE EMOTIONAL EFFECTS OF TECHNOLOGY

WATCH AND READ: “Does Technology make us more Alone?”

ACTIVITY:

- Independently answer the the following questions
- You can choose whether or not to put your name on your work
- Please answer in complete sentences
- There are no right or wrong responses



CONNECT TO WHAT COUNTS.

LESSON 2: THE EMOTIONAL EFFECTS OF TECHNOLOGY

Do you think technology makes us feel more alone?

Do you find yourself surrounded by people who are staring at their screens instead of having face-to-face conversations?

Are you ever guilty of doing that, too?

CHALLENGE: Have a face-to-face conversation with someone by the end of the day. Keep your personal device out of sight. During the conversation, focus on practicing your active listening skills.



CONNECT TO WHAT COUNTS.

LESSON 2: THE EMOTIONAL EFFECTS OF TECHNOLOGY

Is our obsession with documenting everything through photographs and videos preventing us from living in the moment?
How so?

Do you ever try to put your phone down to be more present with the people in the room?



CONNECT TO WHAT COUNTS.

LESSON 2: THE EMOTIONAL EFFECTS OF TECHNOLOGY

ACTIVITY: You will be handed a PRO or ANTI SCREEN article to read.
Answer the following questions:

Is the article PRO screen use, or ANTI screen use?

What are the KEY arguments that the article refers to, in order to defend its stance?

Describe the TYPE of screen use described in the article (FaceTime, Video games, social media, etc.)



CONNECT TO WHAT COUNTS.

LESSON 2: THE EMOTIONAL EFFECTS OF TECHNOLOGY

Reflect on the following questions:

List PRO screen-use evidence:

List ANTI screen-use evidence:

Are you more PRO or ANTI screen use? Explain:



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LESSON 3: SOCIAL MEDIA MINDFULNESS



CONNECT TO WHAT COUNTS.

LESSON 3: SOCIAL MEDIA MINDFULNESS

The average U.S. teenager spends almost nine hours a day on digital devices. Much of that time is spent on social media.

On the one hand, social media is a great way to connect to friends, family, and gain access to people and cultures from all over the world.

On the other, it's a distorted depiction of reality, not everyone is who they portray themselves to be, and we often feel the pressure to be “perfect” and live up to unrealistic standards. Even celebrities get caught up in it!



CONNECT TO WHAT COUNTS.

LESSON 3: SOCIAL MEDIA MINDFULNESS

Question: Can you guess what all of these celebrities have in common?

Lizzo, Miley Cyrus, Kelly Marie Tran, Millie Bobby Brown, Cardi B, Blake Lively, Kanye West, Meghan Markle, Taylor Swift, Selena Gomez, Kendall Jenner, Justin Bieber, Ed Sheeran, Pete Davidson, Arianna Grande, Rihanna, Lena Dunham, Demi Lavato, Gigi Hadith, Shawn Mendes, Dove Cameron, Hailey Bieber, Madonna, Stephen Curry, and Kim Kardashian



CONNECT TO WHAT COUNTS.

LESSON 3: SOCIAL MEDIA MINDFULNESS

Answer: These celebrities, and many others, have felt the need to take a “digital detox,” choosing to step away from social media.

But WHY? [Read some of the reasons for yourself!](#)

Can you relate to any of their reasons? How so?



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LESSON 3: SOCIAL MEDIA MINDFULNESS

The Royal Society for Public Health recently conducted a study that revealed that **Instagram is the #1 worst offender for young people's mental health, especially body image.** Snapchat came in at #2, then Facebook, then Twitter.

Here are more specific findings from the study:

- 1/2 of the people surveyed (aged 14-24) said that Instagram and Facebook exacerbated feelings of anxiety
- 7 in 10 said Instagram made them feel worse about their body image
- 2 in 3 said that Facebook made cyber-bullying worse



CONNECT TO WHAT COUNTS.

LESSON 3: SOCIAL MEDIA MINDFULNESS

ACTIVITY: In groups, record your positive and negative experiences with social media by answering the following questions:

How does using social media make you feel good? List specific examples:

How does social media make you feel bad? List specific examples:



CONNECT TO WHAT COUNTS.

LESSON 3: SOCIAL MEDIA MINDFULNESS

ACTIVITY: Continued.

In what ways could you be more mindful of making others feel good on social media?

What could others do to make *you* feel good on social media?



CONNECT TO WHAT COUNTS.

LESSON 3: SOCIAL MEDIA MINDFULNESS

The key to a healthy balance in social media is the same as finding a healthy balance with all things: *Mindfulness*.

Mindfulness is a choice we make to be intentional about our actions.

When using social media, here are some ways to practice mindfulness:

- Be purposeful about the amount of time spent on apps
- Be aware of the chatter in which you choose to take part or allow on your feed
- Choose the accounts you follow with intention and make sure they make you feel good
- Check in with yourself throughout social media use and pay attention to what is making you feel bad so you can avoid this in the future.



CONNECT TO WHAT COUNTS.

LESSON 3: SOCIAL MEDIA MINDFULNESS

ASSIGNMENT: Create a video PSA on Social Media Mindfulness

What is a Public Service Announcement? A public service announcement (PSA) is an advertisement that a television or radio station airs for a cause or a charity. As an example, a PSA can show the importance of medical check-ups for children or request that you donate money to a charity. PSAs go far to alert and remind people about their safety, and the safety of others.

[READ: How to Create the Perfect Public Service Announcement](#)



CONNECT TO WHAT COUNTS.

SECTION 3:

EXPLORING YOUR DIGITAL WELLNESS

LESSON 1:

ESTABLISHING HEALTHY BOUNDARIES

LESSON 2:

HOW TO CONNECT TO WHAT COUNTS

LESSON 3:

REFLECTION AND INSIGHT



CONNECT TO WHAT COUNTS.

LESSON 1: ESTABLISHING HEALTHY BOUNDARIES



CONNECT TO WHAT COUNTS.

LESSON 1: ESTABLISHING HEALTHY BOUNDARIES

Many high-profile parents have started to speak out about the effects of technology and how they manage screen-use in their households.

[READ: 14 celebrities who limit their children's screen time and tech use](#)

Are there any rules about screen use in your house? If so, how do you feel about them?



CONNECT TO WHAT COUNTS.

LESSON 1: ESTABLISHING HEALTHY BOUNDARIES

ACTIVITY: Create a screen time agreement for your family

READ: Examples of screen-use boundaries

Using the *Intentionally Unplugged Family Template* handed out to you by your teacher, create a list of criteria and rules that could be applied to help you set better boundaries around screen use.



CONNECT TO WHAT COUNTS.

LESSON 1: ESTABLISHING HEALTHY BOUNDARIES

CLASS DISCUSSION: Reviewing our agreements

What were some overlapping “themes” or boundaries in your agreements?

Why do you feel that these were important boundaries to so many of you?

Do any of those exist in your own life?

Do you feel that you would be able to follow your own family guidelines?



CONNECT TO WHAT COUNTS.

LESSON 2: HOW TO CONNECT TO WHAT COUNTS

What personal benefits do you think would come from setting healthy tech boundaries?

What is one positive change that you can commit to make with your screen use this week?



CONNECT TO WHAT COUNTS.

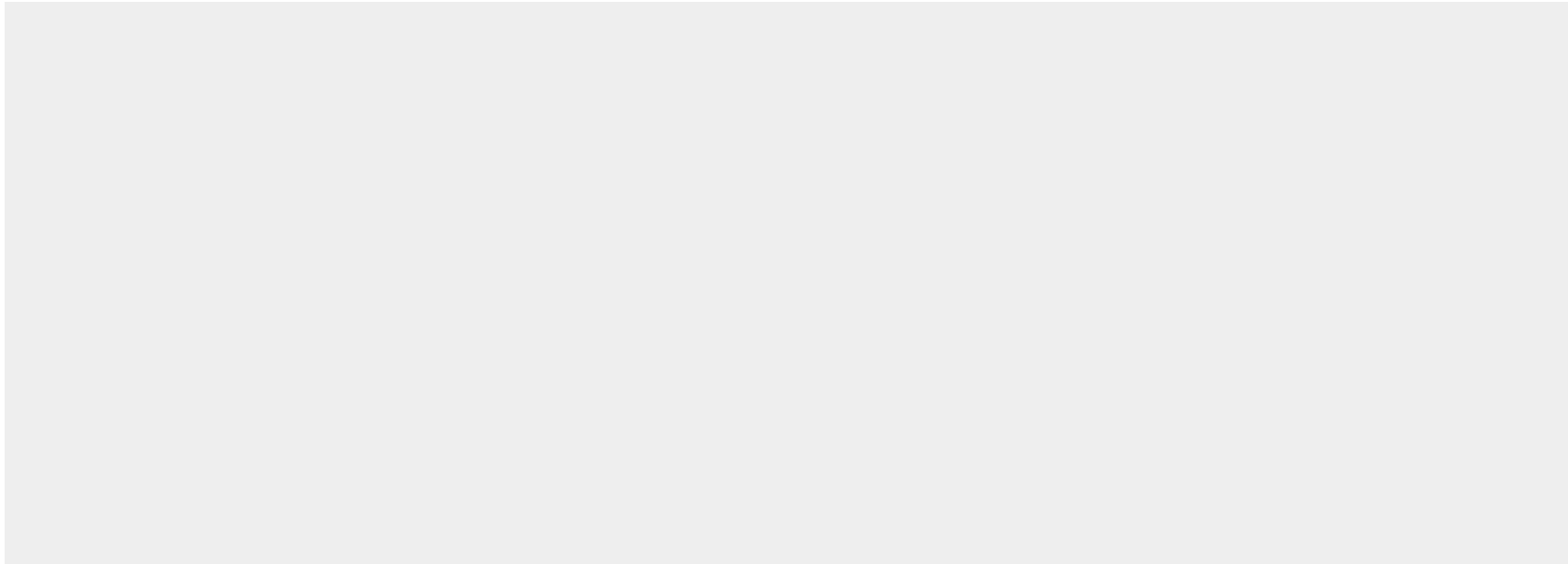
LESSON 2: HOW TO CONNECT TO WHAT COUNTS



CONNECT TO WHAT COUNTS.

LESSON 2: HOW TO CONNECT TO WHAT COUNTS

What does it mean to you to CONNECT TO WHAT COUNTS?



CONNECT TO WHAT COUNTS.

LESSON 2: HOW TO CONNECT TO WHAT COUNTS

Make a list of all the people in your life that you want to feel connected to:

How do you currently show these people that you want to connect?

Are there other things you could be doing to create a stronger connection? List a few examples:



CONNECT TO WHAT COUNTS.

LESSON 2: HOW TO CONNECT TO WHAT COUNTS

During this unprecedented time, you are being kept away from friends, family, and your normal social routine more than usual, if not all together. This is putting a strain on in-person connection and making society even more dependent on screens. It's not easy, but there are still creative ways to connect to what counts.

Can you think of any creative ways to connect during the COVID pandemic? Share your ideas below.



CONNECT TO WHAT COUNTS.

LESSON 2: HOW TO CONNECT TO WHAT COUNTS

Here are some creative ways to connect when we can't always be together in-person:

1. Skip the texting and pick up the telephone to call someone and TALK.
2. Use Facetime and speak face to face.
3. Host video chats with your family members—all at one time. It will be like the crazy holiday dinners everyone always laughs about – just online.



CONNECT TO WHAT COUNTS.

LESSON 2: HOW TO CONNECT TO WHAT COUNTS

Here are some creative ways to connect when we can't always be together in-person: continued.

4. Host a movie night, and have all your friends watch together with popcorn!
5. Have a standing weekly online pizza night with friends.
6. Invite people to join an interactive online book club.
7. Exercise with a friend/family member at a safe distance.



CONNECT TO WHAT COUNTS.

LESSON 2: HOW TO CONNECT TO WHAT COUNTS

Here are some creative ways to connect when we can't always be together in-person: continued.

8. Set up lawn chairs at a safe distance and have friends over to talk and listen to music.
9. Volunteer with community support groups for outreach calls, either over the phone or safely in person, to support others who are not socially connected.
10. Find a pen pal and write letters back and forth through the mail. It's something fun to look forward to and you will love reading them back over the years.



CONNECT TO WHAT COUNTS.

LESSON 2: HOW TO CONNECT TO WHAT COUNTS

GROUP ASSIGNMENT: Create a “CONNECT TO WHAT COUNTS” poster.

Each group will be responsible for coming up with a tip to help our classmates “CONNECT TO WHAT COUNTS”. Use your creativity to design a poster to hang around your school.

Select posters can be submitted to appear on the @intentionallyunplugged Instagram page.



CONNECT TO WHAT COUNTS.

LESSON 3: REFLECTION AND INSIGHT



CONNECT TO WHAT COUNTS.

LESSON 3: REFLECTION AND INSIGHT

Matt Mullenweg, a social media entrepreneur said, “Technology is best when it brings people together.” When you think of all the ways that this is true, what changes can you make to create more connection with the people in your life, *using screens*?:

Some additional suggestions to create more connection through screens.

[READ: 10 ways to connect in the digital age](#)



CONNECT TO WHAT COUNTS.

LESSON 3: REFLECTION AND INSIGHT

Technology is not going anywhere, and it's so important that we create healthy habits for ourselves and for our families as early as possible.

Based on what you've learned about screens, what can you share with your family about changes you want to make in your home?

A large, empty light gray rectangular box intended for a user to write their response to the question above.



CONNECT TO WHAT COUNTS.

LESSON 3: REFLECTION AND INSIGHT

Now that you know more about healthy ways to use technology, list 5 changes you want to make to improve your own digital wellness:

1.

2.

3.

4.

5.



CONNECT TO WHAT COUNTS.

LESSON 3: REFLECTION AND INSIGHT

With more of your time being spent away from screens, what can you do instead?

[READ: 100 Things Teenagers Can Do without Screens](#)

What is the #1 thing you like to spend your time on when you aren't using your screen?



CONNECT TO WHAT COUNTS.

LESSON 3: REFLECTION AND INSIGHT

HOMEWORK CHALLENGE:

- Spend 2 hours without your screen after school today.
- Make sure your phone is put away at least one hour before bed.

Record how you feel being away from your phone and what you filled your time with. We will discuss our reactions as a group to determine overlapping feelings and ideas to help guide you to success on your digital wellness journey.



CONNECT TO WHAT COUNTS.

LESSON 3: REFLECTION AND INSIGHT

CONCLUSION:

Find joy in missing out (JOMO)!

[WATCH: "JOMO": Finding joy in disconnecting](#)

“One of the goals of education should be to teach that life is precious.”

- Abraham Maslow



CONNECT TO WHAT COUNTS.

RESOURCES

"Unplugged" Children's Books:

"Please, Look up at Me" by Denise D'Angelo Roland

"Papa's Gift" by Denise D'Angelo Roland

"Billie and Gracie's Unplugged Adventure" by Christina Trudden

"When Grandma Gives you a Lemon Tree" by Jamie L.B.
Deenihan

"Hello! Hello!" by Matthew Cordell

"Doug, Unplugged" by Dan Yaccarino

"Got any Games on your Phone?" by Joshua White



CONNECT TO WHAT COUNTS.

RESOURCES

Adult Books about Digital Technology:

"Irresistible" by Adam Alter

"I-Gen" by Jean M. Twenge, PHD

"The Tech-Wise Family" by Andy Crouch

"Unplugged Parenting" by Dr. Elizabeth Kilbey

"The Tech Diet for your Child and Teen" by Brad Marshall

"Let them be Kids" by Jessica Smartt

"Unselfie" by Michele Borba, Ed. D.

"The Big Disconnect" by Catherine Steiner-Adair, Ed. D.

"Wired Child" by Richard Freed, Ph. D

"Glow Kids" by Nicholas Kardaras, Ph. D.



CONNECT TO WHAT COUNTS.

RESOURCES

Documentaries:

Screenagers Movie

Screened Out Film

The Social Dilemma

Hacking your Mind



CONNECT TO WHAT COUNTS.

CONGRATULATIONS!

By completing this course, you're on your way to living a more balanced life in a digital world. With more information about the pros and cons of technology, and a better understanding of the areas of screen time that bring you joy and connection, you can prioritize your digital wellness and truly connect to what counts! Intentionally Unplugged isn't just a lesson, it's a lifestyle.

You can visit www.intentionallyunplugged.com to access more resources for you and your family, and follow along [@intentionallyunplugged](https://www.instagram.com/intentionallyunplugged) on Instagram for tips and updates!

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CONNECT TO WHAT COUNTS.