

International

The Dalai Lama: Hero or Enemy?

For a 72-year-old Buddhist monk who spends hours each day meditating in his simple dwelling in India, it must be strange to be at the center of the world's attention. But the Dalai Lama, perhaps the most famous monk in the world, never shies away from the spotlight. He welcomes every opportunity to speak publicly about his native Tibet, regardless of the controversy he often causes.

Who is the Dalai Lama?

The Dalai Lama is the political and spiritual leader of Tibetans around the world. On October 28 through 31, he visited Canada to give talks in Ottawa and Toronto and to meet with Prime Minister Stephen Harper.

His four-day stay in Canada was the final stop on a North American tour that began in the United States on October 9. The purpose of the tour was to continue to draw attention to the fight for freedom for Tibet.

Tibet

Tibet, sometimes called "The Roof of the World," is the highest region on Earth. Located in Southeast Asia, it is surrounded by the Himalayas – which include Mount Everest – and the Kunlun Mountains.

Before the 1950s, Tibet was an independent country, with its own Buddhist culture and religion. However, in 1950, the Chinese Army entered the nation, and in 1951 the Chinese government declared Tibet a part of China.

Tibetans, of course, were upset by this move. So, in 1959, the Dalai Lama led a rebellion against Chinese control. But the uprising failed, and the Dalai Lama was forced into exile. He has been living in India ever since, spearheading a peaceful campaign to convince China to return Tibet to Tibetans.

The Chinese perspective

It appears, however, that Beijing has no intention of giving the region up. Chinese officials say that Tibet is benefiting greatly from investment and development under their rule. Furthermore, they argue that the land rightfully belongs to them. It was part of the empire controlled by the Qing Dynasty in the 18th century. The real threat to Tibet, they say, is the Dalai Lama.

"The Dalai Lama is not simply a religious figure," insisted a spokesperson for China's Foreign Ministry. "He is a long-time political exile engaged in [separatist] activities."

Tibet for Tibetans

Many people and human rights groups disagree with the Chinese position, however. They say that Tibet should be given some form of independence. They also claim that China is trying to destroy Tibetan culture and the Buddhist religion in Tibet.

There are about 2.6 million people in Tibet, and according to some sources, more than 1.2 million have been killed since the Chinese

occupation began. Making matters worse, during the past two decades, many Chinese immigrants have settled in Tibet, making it hard for the Tibetan people to maintain their identity.



What should be done?

Some Tibetans worry that time is running out. They say that the Dalai Lama's policy of peaceful resistance and negotiated compromise with China is not working. They want their leader to start taking stronger action before it's too late.

"Every day while we are praying for world peace, there's more and more Chinese moving in," said one Tibetan living in exile in India.

Did you know...?

The Dalai Lama's efforts to negotiate a peaceful solution in Tibet have been recognized internationally. In 1989 he was awarded the Nobel Peace Prize, and in 2006, Members of Parliament in Ottawa voted unanimously to grant the Dalai Lama honorary Canadian citizenship.

"Soon there will be so many Chinese in Tibet we will have reached a point of no return. The hope for Tibetans ever regaining a Tibet for Tibetans will be lost."

exile the act of expelling a person from his or her native land

occupation the control of a country by military forces of a foreign power

Qing Dynasty the last ruling dynasty (sequence of powerful leaders in the same family) of China from 1644 to 1911; also known as the Manchu Dynasty

The Dalai Lama: Hero or Enemy?

ON THE LINES

A. Comprehension questions:

1. Who is the Dalai Lama? _____

2. Where is Tibet located?

3. What happened in 1950 in this region?

4. What happened in Tibet in 1959?

5. What do some people say is happening to Tibet's people? _____

6. Why did the Dalai Lama recently visit Canada?

BEYOND THE LINES

Consider the following quotes by the Dalai Lama. Then, choose three to use as templates and create statements that reflect your own beliefs.

1. *Be kind whenever possible. It is always possible.*

Be _____ whenever possible. It is _____.

2. *Happiness is not something ready made. It comes from your own actions.*

_____ is not something ready made.

It comes from _____.

3. *If you can, help others. If you cannot do that, at least do not harm them.*

If you can, _____.

If you cannot do that, then at least _____.

4. *My religion is very simple. My religion is kindness.*

My religion is _____.

My religion is _____.

ON-LINE

1. Find out more about the Dalai Lama. Begin your research on the Dalai Lama's official website at <http://www.dalailama.com/>

Where and when was the Dalai Lama born? What kind of education did he receive? When did he take over leadership of the Tibetan people?

2. Visit our website at www.whatintheworld.ca to vote in our monthly poll:

To some people, the Dalai Lama is a hero. To others, he is an enemy. What do you think?

The Dalai Lama is a hero. / The Dalai Lama is an enemy.

Farewell, Gord Downie



The country was united in sorrow on October 17 when singer-songwriter Gord Downie died of **terminal** brain cancer. He was 53. Mr. Downie was the front man of The Tragically Hip, arguably the nation's most beloved rock band.

"Gord knew this day was coming," his family wrote on his website. "His response was to spend this precious time as he always had – making music, making memories and expressing deep gratitude to his family and friends for a life well lived."

Mr. Downie and his high school friends from Kingston, Ontario – guitarist Rob Baker, bassist Gord Sinclair, and drummer Johnny Fay – started the band in 1984. Guitarist Paul Langlois joined later.

The Hip, as fans call the group, produced 14 albums in 33 years and sold millions of records. Many of their hits, such as *Wheat Kings* and *The Lonely End of the Rink*, tell truly Canadian stories. The band was inducted into the Canadian Music Hall of Fame in 2005.

"If you're a musician and you're

born in Canada it's in your **DNA** to like the Tragically Hip," said Canadian musician Dallas Green.

His Last Great Concerts

The band played a series of concerts across Canada last summer. The CBC carried the last show in Kingston. The broadcast aired in pubs, parks, and drive-in movie theatres across the country. Kingston officially proclaimed the date The Tragically Hip Day.

More than 11 million people watched the concert on TVs, laptops, tablets, and phones. The American newspaper *The New York Times* called the concert "an unparalleled moment of national pride laced with sorrow." Fans cried for joy as they heard the songs they loved. They also cried in sadness. They knew it was likely Mr. Downie's last performance.

Emotions Run High

Prime Minister Justin Trudeau, a big fan of Gord Downie and The Tragically Hip, made an emotional statement after he had passed away.

"I thought I was going to make it through this but I'm not," the **What in the World? • Breaking News**

prime minister said. His voice broke and he cried openly. "We all knew it was coming," Mr. Trudeau said. "But we hoped it wasn't. We are less as a country without Gordon Downie."

Another fan, Melanie Wells, paid her respects to Mr. Downie at a day-long memorial held in Kingston. "It's a band that's been with me my whole life," she said of the Hip. "It's the soundtrack to my life."

Mr. Downie the Activist

Mr. Downie was not only a famed singer, songwriter, and published poet. He was also a devoted activist who took up many important causes.

As a committed environmentalist, he was a **strong proponent** of clean water rights. He served on the board of Lake Ontario Waterkeeper, a charity working to protect the Great Lakes. As well, he battled a cement company that was experimenting with burning tires as a fuel source near the lakeside village of Bath, Ontario. He helped put a halt to the unsafe practice.

Even the Hip's final tour produced



more than memories and cultural unity. Over one million dollars was raised for brain cancer research.

Friend of First Nations

The Hip has also been a long-standing **advocate** of First Nations causes. Early into the Kingston concert, Mr. Downie said that Canadians were “trained our entire lives to ignore” these issues. Days later he announced a solo album that highlights a terrible time in Canadian history.

Called *Secret Path*, the album was part of a multimedia project. It includes a graphic novel and an animated movie that were released last year. Together, they tell the tragic story of Chanie Wenjack, a 12-year-old boy who died 50 years

ago after running away from an Ontario residential school in search of his family. Mr. Downie wanted all Canadians to learn about the thousands of indigenous children who suffered like Chanie.

Proceeds from the project go to the National Centre for Truth and Reconciliation (NCTR) at the University of Manitoba.

‘May He Dance Among The Stars’

First Nations leaders mourned Mr. Downie’s passing and praised him for drawing attention to the **legacy** of residential schools.

“May he forever sing and dance among the stars, reminding us all that love in action is reconciliation,” said First Nations

children’s advocate Cindy Blackstock. “And may we, the receivers of his gift, take action every day to make the Truth and Reconciliation Commission’s calls to action a reality.”

Mr. Downie’s music was one reason Canadians loved and respected him. Another was his activism.

“His impact, no question, will live on beyond Gord Downie’s time in this world,” said Assembly of First Nations Chief Perry Bellegarde. “He is indeed walking amongst the stars now.”



The Terrible Legacy of Residential Schools

In the 19th century, the Canadian government wrongly assumed that it would be best if First Nations, Métis, and Inuit peoples were forced to learn English, accept Christianity, and embrace Canadian customs. The theory was that after a few generations, native traditions would disappear and aboriginal communities would be **assimilated** smoothly into so-called mainstream Canadian society.

To advance this policy, the government funded church-run residential boarding schools to teach aboriginal children Canadian ways. The schools were run by the Anglican, Catholic, United and Presbyterian churches. In all, about 30 percent of aboriginal children, or 150,000, were torn from their families and forced to live at 130 of these schools between the 1870s and 1996.

Many of the children who attended residential schools were abused and severely mistreated by their teachers and caregivers. All were lonely and longed to be with their families. Some, like Chanie Wenjack, tried to escape and return home.

As many as 6000 children died while in the residential school system. Survivors often came home traumatized and felt alienated from their families.

Beginning in the late 1990s, former students sued the federal government and the churches that ran the schools. Their cases led to the 2006 Indian Residential Schools Settlement Agreement. Aside from providing compensation to former students, the agreement called for the establishment of The Truth and Reconciliation Commission of Canada (TRC).

In June 2008, then-Prime Minister Stephen Harper apologized on behalf of the Government of Canada to former students, their families, and communities for Canada's part in the operation of the residential schools. That same year, the TRC was officially established to learn the truth about what happened in residential schools and to inform all Canadians about their findings.

The TRC travelled the country for six years, listening to testimony from nearly 7000 witnesses. The commission's final report was delivered in December 2015. It included 94 recommendations for changes in policies, programs and the "way we talk to, and about, each other" to repair the relationship between aboriginal people and the rest of Canada.

At the end of the TRC mandate, the National Centre for Truth and Reconciliation was established as a resource for all Canadians. It is a permanent home for the statements, documents, and other materials gathered by the TRC so that survivors' families, communities and all of Canada can learn from the hard lessons of this black mark in Canadian history.

advocate: a person who publicly supports a cause or policy

assimilate: to become similar to one's environment

DNA: Deoxyribonucleic acid – the primary chemical component of chromosomes and the material of which genes are made

legacy: something transmitted by or received from an ancestor or predecessor or from the past

proponent: a person who pleads for a cause

terminal: (of a disease) predicted to lead to death, especially slowly; incurable



On The Lines

Answer the following in complete sentences:

1. List the five members of The Tragically Hip.
2. Where and when did this band start? How many albums has the band recorded?
3. What did this band do last summer?
4. Describe the last concert that this band played.
5. Explain why the federal government set up residential schools for aboriginal children in the late 1800s.
6. Which organizations operated these schools?
7. How many aboriginal children were forced to attend these schools? How were many of these children treated?
8. Who was Chanie Wenjack and what did he do?
9. What did Mr. Downie do to help Canadians remember Chanie and many others who suffered in residential schools?

Between The Lines

Making an inference: An inference is a conclusion drawn from evidence. *A plausible inference is supported by evidence in the article and is consistent with known facts outside of the article.*

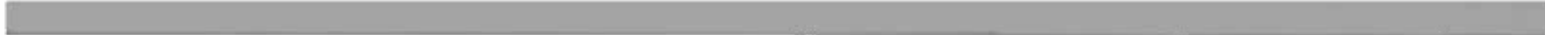
What inferences can you draw from the fact that the CBC broadcast The Tragically Hip's final concert live and commercial-free – a decision that cost the broadcasting corporation millions in advertising dollars?

Beyond The Lines

What does music mean to you? Who is your favourite singer or band? Can you describe a time when a song helped you through a tough time in your life?

Just Talk About It

1. a) What is your understanding of the term 'icon'?
b) In what ways could the Hip be considered a Canadian icon?
c) What other examples of Canadian icons can you suggest? Explain.
2. As you see it, what is the significance of The Tragically Hip? Explain.



On-Line

1. Watch coverage of the sad news that Tragically Hip singer Gord Downie has terminal cancer on The National at <https://www.youtube.com/watch?v=6ZdGSsD99sQ>
2. Watch news coverage on the day Tragically Hip singer Gord Downie passed away at <http://www.cbc.ca/news/entertainment/gord-downie-obit-1.4359906> and <https://www.youtube.com/watch?v=h3G2gzyBzAE>
3. Read a Maclean's article about Gordon Downie at <http://www.macleans.ca/culture/how-we-will-miss-gord-downie-and-the-tragically-hip/>
4. Learn more about Mr. Downie's type of cancer and the foundation that he raised money for at <http://sunnybrook.ca/foundation/>
5. Hear Gord Downie's voice in the trailer for Secret Path and learn more about this multimedia project at <http://secretpath.ca/>
6. Explore videos, read findings, and stay connected to the Truth and Reconciliation Commission's important work at <http://www.trc.ca/websites/trcinstitution/index.php?p=3>
7. Watch news coverage from The National about the TRC's final report at <https://www.youtube.com/watch?v=IKKLgwlosaw>

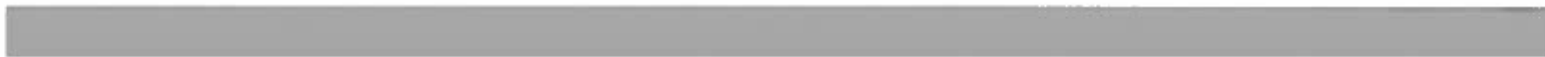


Quiz

Farewell, Gord Downie

Write the letter that corresponds to the best answer on the line beside each question:

- _____ 1. Which city was The Tragically Hip's hometown?
- a) Hamilton
 - b) Toronto
 - c) Montreal
 - d) Kingston
 - e) Winnipeg
- _____ 2. What disease did Gord Downie succumb to?
- a) brain cancer
 - b) arthritis
 - c) hepatitis
 - d) lung cancer
 - e) leukemia
- _____ 3. What was the objective of the government-funded church-run residential schools?
- a) to encourage aboriginals to assimilate
 - b) to provide First Nations children with a good education
 - c) to protect aboriginals from hunger and disease
 - d) to encourage First Nations to travel outside their communities
 - e) to force aboriginals to go to church
- _____ 4. True or False? Over 11 million people watched The Tragically Hip's last concert.
- _____ 5. True or False? Gord Downie's newest album was called *Secret Path*.
6. *The Tragically Hip is a Canadian icon.* Do you agree or disagree with this statement? Give reasons to support your response.



Football star shows you can't judge a book by its cover

ATHENS, Ga. - It was in the best seller section of a Barnes & Noble in this college town that Kathy Rackley found a novel story of her own - a young man by the name of Malcolm Mitchell.

"I mean a chance encounter in a bookstore, how wonderful is that?" said Kathy. She had no idea who Mitchell was. "None whatsoever."

And Malcolm didn't tell her. "I knew they were going to find out," Mitchell said. "But I wasn't going to say it."



Malcolm Mitchell with the University of Georgia Bulldogs was one of the top recruits in the country a few years ago.

Fact is, Rackley may have been the only one in Athens who didn't know the name Malcolm Mitchell. Number 26 for the University of Georgia Bulldogs was one of the top recruits in the country a few years ago. He's Georgia royalty.

And presumably, if Rackley had known that, she wouldn't have stood in that Barnes & Noble talking his ear off about the book club she had just joined.

"I mean he like stepped back and he said 'You did? You did?' and he said, 'Can I join your book club?'" Rackley recalled.

"And I said, 'I don't know if you want to join mine. We're all 40-, 50-, and 60-year-old women.'"

But Mitchell was undeterred. So now, one of the top wide-receivers in the country has been meeting monthly with his book club lady friends.



Mitchell meets monthly with the book club.



He's the only man, and the youngest by a generation -- but Mitchell doesn't care. Nor does he care what anyone thinks.

"Somebody called me a nerd. That's not a word that I'm used to hearing," he said. But he's more than okay with the label. "I was proud of it... It's like a badge of honor to me, knowing where I came from."

Mitchell confessed that when he started college he could only read at about a junior high level, and it bothered him. So he started putting as much effort into his reading game as his football game.

Every free moment, he had a book in his hand. He's now reading things he never dreamed he could, and although some of the book club selections he would never pick himself, Mitchell seems to enjoy them all.

After everything he's accomplished, what's he most proud of?

"I finished the 'Hunger Games' series in about two days," Mitchell said.

Wait, but what about the touchdowns?

"That came natural," Mitchell said. "That's a gift. I had to work to read."

But his greatest talent may lie in his ability to step so outside his comfort zone, to be able to meet people and focus so sincerely on what they have in common, instead of their trivial differences.

Sometimes football makes men great. And sometimes, great men just happen to play football.

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Two Days With No Phone

IN ONLINE TOOL KIT, CLICK HERE FOR ARTICLE

COMMON CORE TOOL KIT #1

Lesson Plan: Citing Text Evidence

Use with "Two Days With No Phone," pages 4-6, and "Teens and Texting," page 24

COMMON CORE ANCHOR STANDARDS FOR THIS LESSON:
Reading: 1, 7

TIME ALLOTMENT:
40 minutes

OBJECTIVE:
Students will cite text evidence in their responses to text-based questions.

MATERIALS:

- Scholastic Action magazine—September 2, 2013, issue
- Reproducible, page T3 from this Teaching Guide
- Online Tool Kit #1: Go to www.scholastic.com/actionmag; click Teaching Resources

CLICK TO PLAY!

IN ONLINE TOOL KIT, CLICK HERE TO PLAY INTERACTIVE TEXT-EVIDENCE GAME

PREPARATION

- For the online Tool Kit, go to www.scholastic.com/actionmag; on the home page, click the orange "Teaching Resources" button.
- Photocopy page T3 from this Teaching Guide.

PROCEDURE

15 minutes: Read "Two Days With No Phone" as a class. Check in at the end of each section to facilitate discussions about key ideas and important vocabulary words that have emerged.

15 minutes: Reread the article together again, as well as the visual text on page 24. This time, pause to ask text-based questions, such as those listed below. Every time a student offers a response, challenge him or her to pinpoint evidence from the text that supports the answer. This is called "text evidence." You might choose to replicate the chart below on the board and fill it in as students respond to questions.

Question	Response	Text Evidence
Using information from the article and the chart on page 24, what can you conclude about the number of texts Franchesca sent and received each day before she took the 48-hour challenge?	She sent and received more texts than most other teens.	Franchesca sent and received about 1,000 texts per day. According to the graph, only 18 percent of teens send and receive more than 200 texts each day.
What is one effect that "sleep texting" might have on teens' success in school?	Teens might have trouble concentrating or fail a test because they didn't get enough sleep.	Teens sometimes text during the night, which stops them from getting the 8 to 11 hours of sleep they need.

ASSESSMENT

10 minutes: Distribute page T3 for students to practice answering text-based questions and citing text evidence.

ONLINE EXTENSION

Go to www.scholastic.com/actionmag to play an interactive text-evidence game. Students may play individually or as a class, using a computer or whiteboard.

DIFFERENTIATION/SCAFFOLDING

Encourage students to mark up their magazines. For example, they might circle the paragraph where they found an answer to a question and then underline the specific text evidence within the paragraph that supports their response.



Name: _____

SPOTLIGHT SKILL:
Citing Text Evidence

USE WITH:
"Two Days With No Phone" (p. 4) and
Common Core Tool
Kit #1

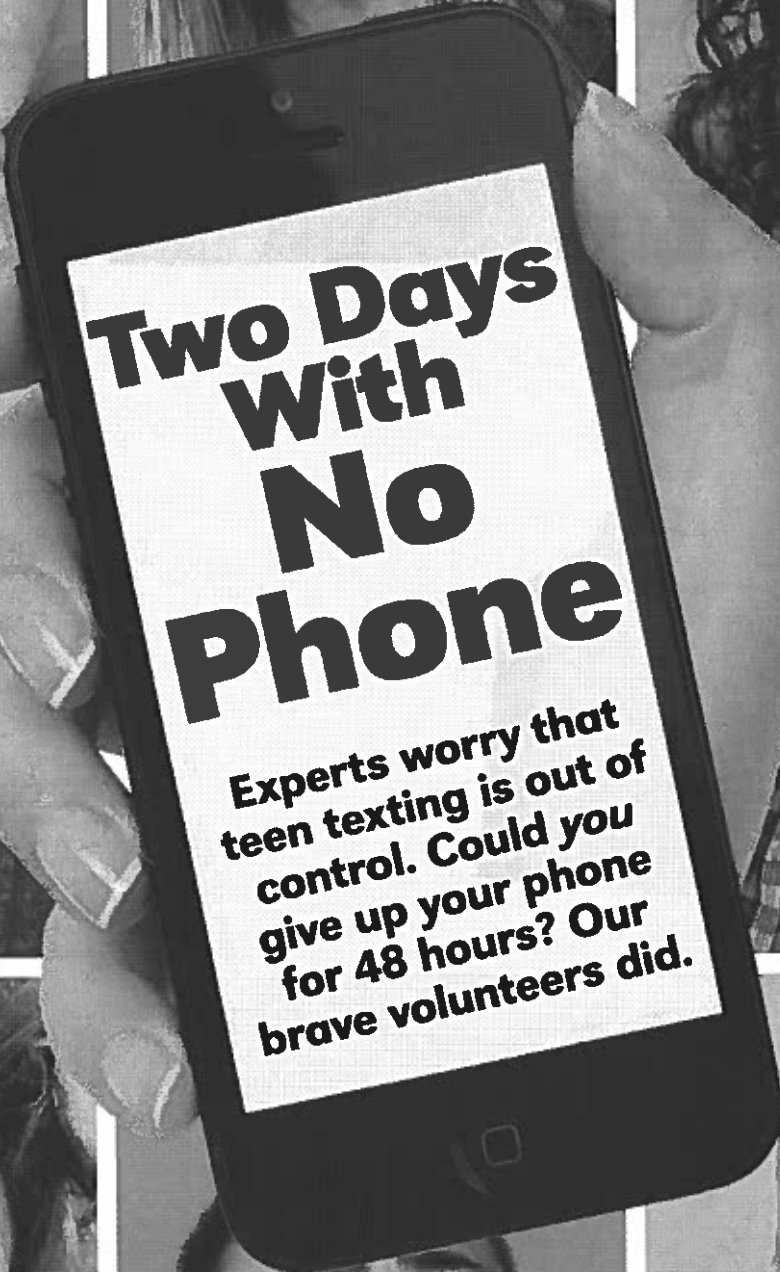
Cite Your Evidence

Read "Two Days With No Phone" on pages 4-6 of this issue of *Action* magazine. Then answer the questions below. Be sure to use details from the text (text evidence) to support your responses.

Question	Response	Text Evidence
<p>1. What effect might too much texting have on a student's relationships?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>2. What is "sleep texting"?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. What does the word <i>adolescents</i> mean in Dr. Dowdell's quote about sleep needs?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>4. Make a prediction about Kenny and Franchesca. Which student is more likely to text less in the future than they did before the experiment?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>5. A teen checks his phone every five minutes, and his mood changes when he doesn't have access to his phone. Might he have an addiction?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

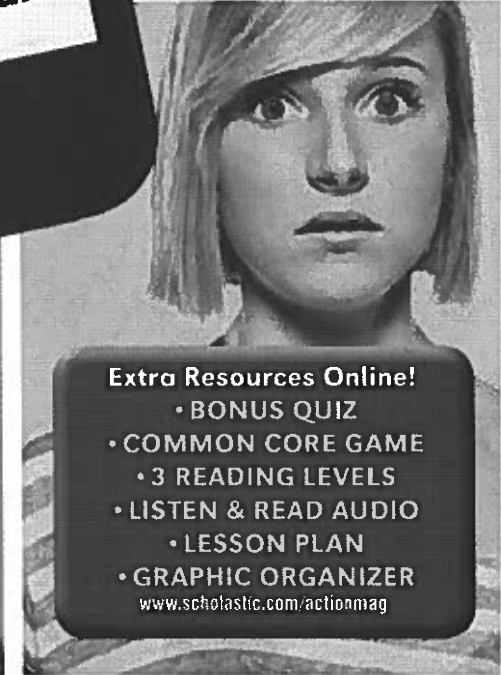
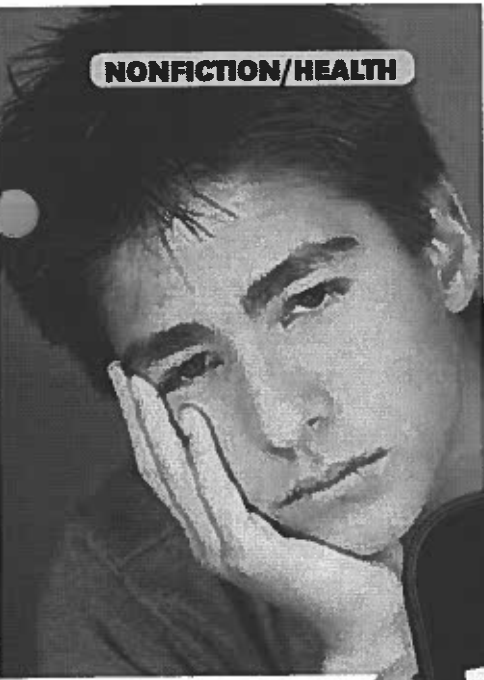
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Two Days With No Phone

Experts worry that teen texting is out of control. Could you give up your phone for 48 hours? Our brave volunteers did.



Extra Resources Online!

- BONUS QUIZ
- COMMON CORE GAME
- 3 READING LEVELS
- LISTEN & READ AUDIO
- LESSON PLAN
- GRAPHIC ORGANIZER

www.scholastic.com/actionmag



Instead of sleeping, Kenny Alarcon, 16, often texts with his friends through the night. "You get an urge," explains the teen, who lives in the Bronx in New York City. "When I get a text, I'm itching to respond to it even if I want to sleep."



"My friends thought I was crazy for doing this. After I got my phone back, everyone was joking, 'The ghost is back!'" —Kenny Alarcon

Franchesca Garcia, a high school senior from Providence, Rhode Island, has also felt the need to stay constantly connected. We asked how many texts she sent and received each day. "I don't know . . . maybe 1,000?" she answered. "It's too many to count."

"When I gave my phone away, the first day I went crazy. I thought the phone was ringing but I didn't have the phone!" —Franchesca Garcia



It probably won't surprise you that teens are texting more than ever before. (See page 24 for a chart with teen-texting **statistics**.) Some experts are worried about how all that texting is affecting teenagers' lives.

up of text messages. Some people also worry that because teens text so much, they don't spend enough time talking with others face-to-face. That could be hurting their relationships with friends and family.

to a middle or high school student," she explains. "The problem is, there's no downtime." And people need downtime—especially when it comes to sleep.

Sleep Texting

Both Franchesca and Kenny told us that they wake up several times during the night to text. Kenny even sleeps with his phone beneath his pillow.

Dr. Dowdell says that it's common for teens' sleep to be interrupted by texts. Sometimes teens even send texts filled with nonsense words when they don't wake up all the way. She has been studying this trend, which she calls "sleep texting."

Why is sleep texting a problem? "Adolescents need a solid 8, 10, even 11 hours of sleep to really function and to think clearly," reports Dr. Dowdell. If they regularly lose sleep, she adds, teens may start

Plus, all that texting (and time on social media) takes away from hours that could be spent studying, exercising, pursuing a hobby, or just relaxing.

Dr. Elizabeth Dowdell is a professor at Villanova University in Pennsylvania. She says that many people expect to be able to **access** anyone or to be accessed by anyone at any time. "It's very appealing, especially

Teens in Trouble?

One concern is that students might not learn correct grammar and spelling if most of the writing they do is made

Vocabulary

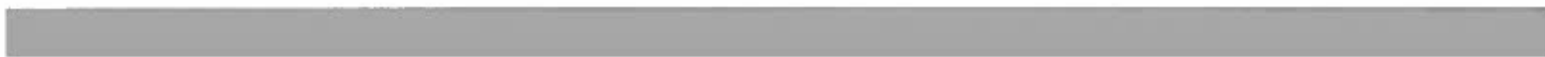
statistics: a set of numbers that presents information

access: reach, get in touch with

depressed: feeling very sad for a long period of time

isolated: all alone, separated from others

addiction: a strong need for something, such as drugs



having trouble in school. They may become grumpy, angry, or **depressed**. A lack of sleep can lead to weight gain and even obesity. That's because many people turn to junk food for quick energy when they are tired.

The 48-Hour Challenge

According to Dr. Dowdell, teens need to learn that they can—and should—turn off their phones sometimes. So we decided to have Kenny and Franchesca do an experiment.

These were the rules: No phone for 48 hours. No computer or Internet either, unless it was for schoolwork. No Twitter, no Instagram.

Would these two teenagers be able to do it?

"I think I'm going to feel really **isolated**," Kenny worried. Franchesca was nervous but brave. "I'm excited for the challenge," she said. "I don't know what's going to happen."

Kenny and Franchesca handed their phones to their mothers for safekeeping. The challenge was on.

The Results

We caught up with Kenny and Franchesca after 48 phone-free hours. "Wow, it was pure torture," Kenny joked. But though life with no phone wasn't easy, he

admitted "it had benefits."

Sure, Kenny missed his friends, and he was sad at times. But he also felt relief from the constant texting. "Sometimes it's teenager drama, people gossiping," he explained. "I felt less stressed because I didn't have to be involved."

Instead of texting, Kenny went to the gym and caught up on schoolwork. The first night, he told us, "I slept for 18 hours!" He also spent time sitting with his family and talking. Kenny's mom helped him with homework for the first time in two years. Said Kenny, "I felt closer to my parents."

Franchesca had an even happier result when she put away her phone. "I loved it!" she said. "I was going to the gym and hanging out with friends and playing basketball. I had a wonderful experience." She slept better too.

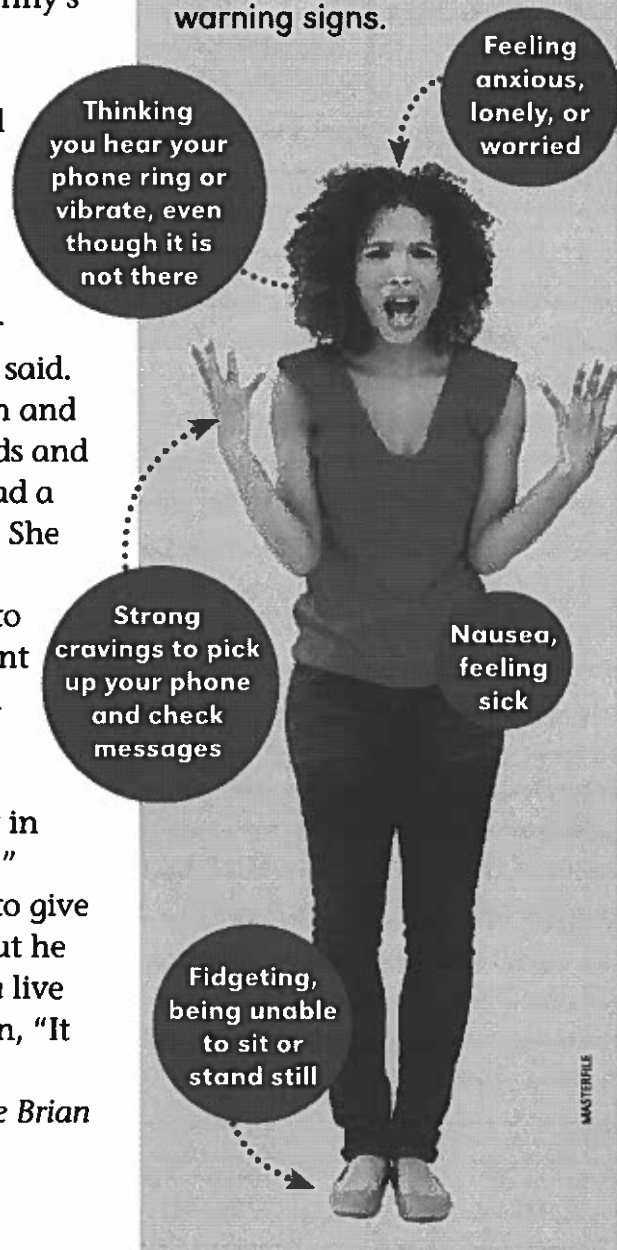
Franchesca decided to continue the experiment for a while. "I think I'll be so much smarter and healthier," she explained. "Everybody in the world should try it."

Kenny doesn't plan to give up his phone again. But he now knows that he *can* live without it. Said the teen, "It was a reality check."

—Sarah Jane Brian

Signs of Addiction

Many teens report troubling problems when they try going without phones and technology. One recent study asked students to give up phones and electronic media for 24 hours. The result? One in five people experienced changes in their bodies or emotions that are signs of possible **addiction**. Look below for some of these warning signs.





What's on Your Hands?

You'll never forget to wash 'em again.

WASHING HANDS

95% OF US DO IT WRONG!



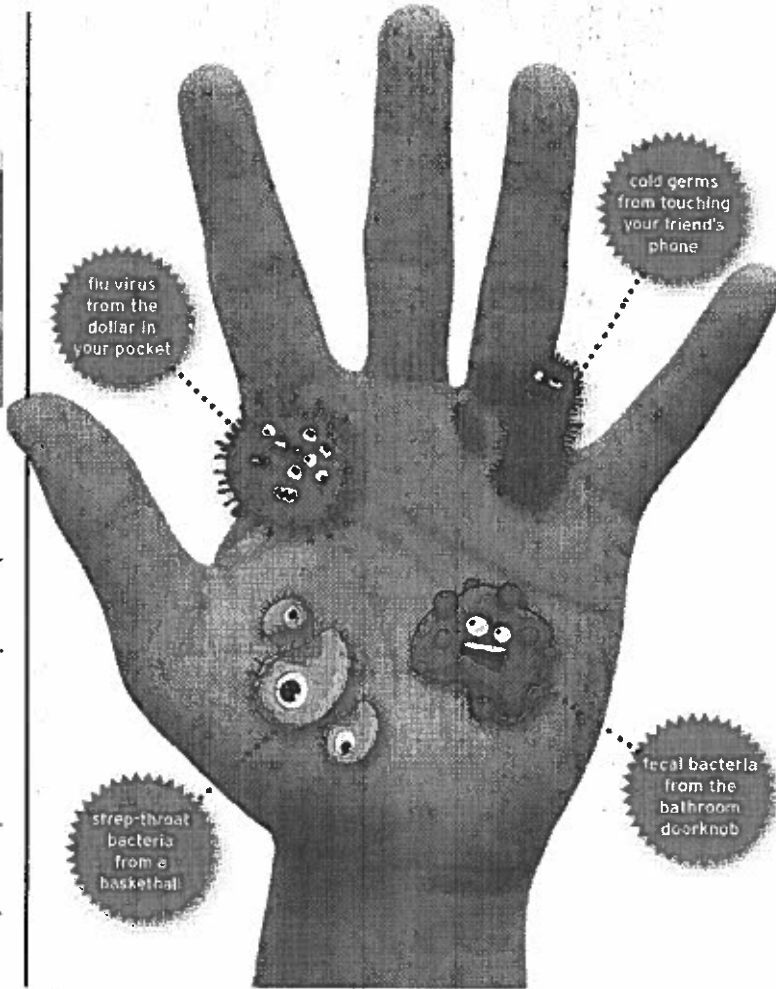
STEP 1 Place hands under running water. (Cold or hot—it doesn't matter.)

STEP 2 Apply soap and lather.

STEP 3 Scrub hands for 20 seconds—about as long as it takes to sing "Happy Birthday" twice.

STEP 4 Wash away the soap.

STEP 5 Use a clean towel or air dryer.



THE NUMBERS

150 kinds of bacteria that live on hands

1,000,000 deaths that would be prevented each year if everyone washed their hands

24 hours a cold virus can live on your desk

22 MILLION school days students miss each year due to the common cold

When should you wash your hands?

BEFORE



eating or cooking

AFTER



using the bathroom



sneezing, blowing your nose, or coughing



being around someone sick



touching a pet or other animal

SOURCES: ABC NEWS, CENTERS FOR DISEASE CONTROL AND PREVENTION, NATIONAL HEALTH SERVICE, USA TODAY

WRITE IT

Write a short public service announcement for your school about the importance of handwashing. Your PSA can be in the form of a short video, radio broadcast, poster, or slideshow.



What's on your Hands?

INFORGRAPHIC: *a visual image such as a chart or diagram used to represent information or data.*

Answer the following questions after reading the infographic entitled "What's on your hands?"

1. What does this infographic represent?
2. What percentage of the population washes their hands incorrectly?
3. How many different kinds of bacteria live on our hands?
4. What do the animated characters on the palm of the hand represent?
5. What would be prevented if everyone washed their hands?
6. List the 5 times you need to wash your hands.

