

TEAM MARCO

IN WITH THE OLD.
OUT WITH THE NEW.



DIRECTED BY
JULIO VINCENT GAMBUTO

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CURRICULUM GUIDE

CFI EDUCATION

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GRADES 3 - 8

SUBJECTS

- Language Arts
- Media and Technology
- Social Studies

THEMES

- Technology
- Media Literacy
- Family
- Friendship
- Community
- Identity
- Intergenerational Dialogue
- Communication
- Divorce
- Aging
- Death
- Resilience

USING THIS GUIDE

The film TEAM MARCO offers a fun and meaningful way for students to think about how their technology habits impact their relationships with family and friends. This study guide includes three standards-aligned lesson plans designed to help educators discuss the film's main themes of intergenerational relationships, family values and legacy, and digital media literacy. Educators can choose from a variety of discussion questions and creative activities to best fit their classroom curriculum goals.

ABOUT THE FILM

Screen time alert! Marco, 11, is obsessed with his electronics and hardly leaves the house. But when his grandmother dies and his grandfather moves in, Marco's life is turned upside-down and he's forced...to go play outside. "Nonno" (Grandpa) introduces him to bocce — the world's oldest game — and to the neighborhood crew of old Italian men who play daily at the local court. With sport, laughter and love, "Marcolino," as his grandfather calls him, finds connection to other people in real life and rounds up a team of neighborhood kids to take on his grandfather and his pals.



FUN FACTS

TEAM MARCO was shot over five weeks during the summer of 2018, entirely on location in the director's hometown, on Staten Island, New York City.

TEAM MARCO features a cast whose ages range from 9 years old to 75 years old. If you include all players from the film project, the range is 2 years old to 85 years old.

TEAM MARCO includes vintage footage featuring the director's grandmother, Margaret Perrone—who is still alive at age 94 at the time of the film's release—in scenes from her life with her husband, Vincent Perrone, in the 1960s and 1970s. The footage was part of over 60 8mm-film reels that were left to the director by his grandfather, upon his death.

TEAM MARCO's original score was recorded live by a 32-piece orchestra in Budapest, Hungary.

TEAM MARCO features members of the real Staten Island Bocce Club, with three of the players featured as background players throughout the story.

TEAM MARCO includes scenes shot at the director's middle school and high school, Staten Island Academy. Two of the members of the kids' bocce team—"Sarah" and "Adam"—are played by actors who currently attend the school.

FROM THE DIRECTOR, JULIO VINCENT GAMBUTO



TEAM MARCO is my first feature film. As such, it was important to me to choose and write a story that reflects what I see as my role as a movie maker: to entertain the audience and, at the same time, to spark conversation and connection. My favorite filmmakers have accomplished that with all of my favorite films. Those films have taught me that if a movie is to stay with you long after you leave the theater or turn off your television (or laptop or tablet or phone), it should touch your heart and your brain. It should make you laugh and cry and want to talk to someone after.

I do not buy this idea, at all, that people go to the movies to escape. They go to feel something and be reminded of their own humanity—both experiences severely lacking in our world today. Where else do people devote almost two hours of their undivided attention? They're there to feel love in whatever form the creative team can communicate it. My focus, therefore, is always on the audience. How can we make them laugh? How can we make them cry? How can we get them talking after the show? I spent my school years as a stage actor before I returned to film school to become a director. And as a stage actor, you are trained to read, feel, and ride the wave of the live audience. Though the performance of a film is not live, that is still my focus as an entertainer: the audience.

In TEAM MARCO, we start with a relevant premise to which every modern parent can connect—their child's obsession with their electronics. The comedy of the movie comes in the clash of generations around this topic, as Marco, 11, and Nonno, 76, argue over what it means to play...and with whom you do that. By pitting the iPad against bocce, in fact one of the oldest games in the world, Marco and Nonno are forced to negotiate their polar world views. Their friendship develops as they inch toward each other, and it is that friendship that is at stake through the film, creating the more poignant moments.

The idea for our film came from my experiences as an uncle of six. I walked into my sister's house one day and my 8-year-old nephew didn't even lift his head from his iPad to say hello. What on earth would my grandfather have thought of this, were he still alive? I then remembered Grandpa Vinny's astonishment five years prior when I showed him Google Earth and we zoomed into a picture of his childhood home. Instantly, the movie was born. What if we put my grandfather and my nephew in the same room with the same devices? I was lucky enough to grow up with my grandparents, and the friendships I had with them gave me some of the richest moments of my life. Could my nephew and my grandfather form the same bonds with so many devices so blatantly in the way?

The film is not meant to demonize technology. After all, we shot it with a digital camera and are distributing it on digital screens. We want our audience to post and tweet about it. We celebrate virtual reality in the film. The film is meant, though, to ask modern parents and modern kids the very question that we are all still asking a decade after the birth of the iPhone: How are we supposed to use all of these gadgets to make life not only easier...but better?

FOR THE EDUCATOR

- The research around screen time and its effects on children and teenagers is still developing. However, most child advocates agree that screen time should have limits so that it does not interfere with essential elements of well-being: sleep, physical activity, a healthy diet, and relationships. Ultimately, children and adults alike will be able to recognize when technology benefits them and when it detracts from their lives. The discussion and activities in this guide are designed to help facilitate this reflection. To familiarize yourself with some of the studies on screen time, check out these resources:
 - ["Screen Time: How Much is Too Much?"](#) *Above the Noise* by KQED, June 26, 2019.
 - ["Screen time for children: Good, bad, or it depends?"](#) Brookings Institute, February 6, 2019.
 - ["Is Screen Time Toxic for Teenagers?"](#) *Greater Good Magazine*, UC Berkeley, August 27, 2018.
 - ["Is Screen Time Bad for Kids' Brains?"](#) *The New York Times*, December 10, 2018.
- Several of the discussion questions and activities included in this guide involve family relationships. Not all of your students will have access to family members or information about their lineage. It is best to approach the definition of family broadly. For example, if grandparents are not around, a student could substitute an elder in their neighborhood. Or if a student is in foster care, they could use their foster family as their subject.

BEFORE THE FILM

- Introduce the film to students by reading the film synopsis in the ABOUT THE FILM section aloud to the class.
- Then distribute a copy of the letter FROM THE DIRECTOR to each student and have several take turns reading the paragraphs aloud to practice reading proficiency and comprehension.

AFTER THE FILM

- Distribute the Fun Facts from the ABOUT THE FILM section and have students take turns reading it aloud to practice reading proficiency and comprehension.
- In preparation for a class discussion, ask students to free-write in their journals for five minutes to collect their thoughts about the film. Some journaling prompts include:
 - What did you like about the film?
 - Did you see yourself in any of the film's characters?
 - Is there anything you would change about the film? If so, what?
 - What was your favorite scene from the film?
 - What were the main themes of the film?
 - Would you recommend this film to a friend? Why or why not?

LESSON 1: INTERGENERATIONAL RELATIONSHIPS

This lesson encourages young people to think about the characters and relationships at the center of TEAM MARCO. The discussion questions included guide students toward the main elements of the story and help them think about the theme of intergenerational relationships in the context of their own lives. Suggested activities provide opportunities for students to practice storytelling and build empathy toward older generations and to form relationships with community elders.



DISCUSSION QUESTIONS

- What is the main idea of the film?
- Who is the protagonist?
- What adjectives would you use to describe Marco?
- Could you relate to Marco? Why or why not?
- How would you describe Marco's grandfather, Nonno?
- Do you know someone like Nonno?
- How did Marco change over the course of the film?
- What are the strengths of Marco's/your generation?
- What are the strengths of Nonno's/your grandparent's generation?
- Why do you think the filmmaker chose to have Marco's grandfather die at the end of the film?
- What makes a good friendship? What examples of friendship did you see in the film?

ACTIVITY | INDIVIDUAL PRACTICE TIME: 15 MINUTES

ONLINE QUIZ: DO YOU LIVE IN AN AGE BUBBLE?

- Ask students to take a [10-question quiz created by Gen2Gen](#) to reflect on the age-diversity of their relationships.
- Note: The quiz includes two personal identification questions: name and email address.
- Questions are interspersed with facts about intergenerational relationships. To make sure students read the information, you can ask them to write down three key statistics they learn as they take the quiz.

ACTIVITY | PAIR SHARE TIME: 25 MINUTES

CONCENTRIC CIRCLE GAME

- The concentric circle game can help students generate ideas for stories and practice storytelling with their classmates. It can be done in your classroom among students of the same age, or it could be done in an intergenerational setting between students and elders.
- Have participants form two circles: an outer circle and an inner circle, with those in the inner circle facing those in the outer. Ask the pairs to take turns answering one of the questions below. Then have them rotate to find a new partner for the next question. Allow about two minutes for each person in the pair to answer.
 - Share a memory about a grandparent (or elder).
 - What is your favorite family tradition?
 - Describe a game that you like to play.
 - Talk about a time when you achieved a goal.

ACTIVITY | SERVICE LEARNING TIME: 2 CLASS PERIODS

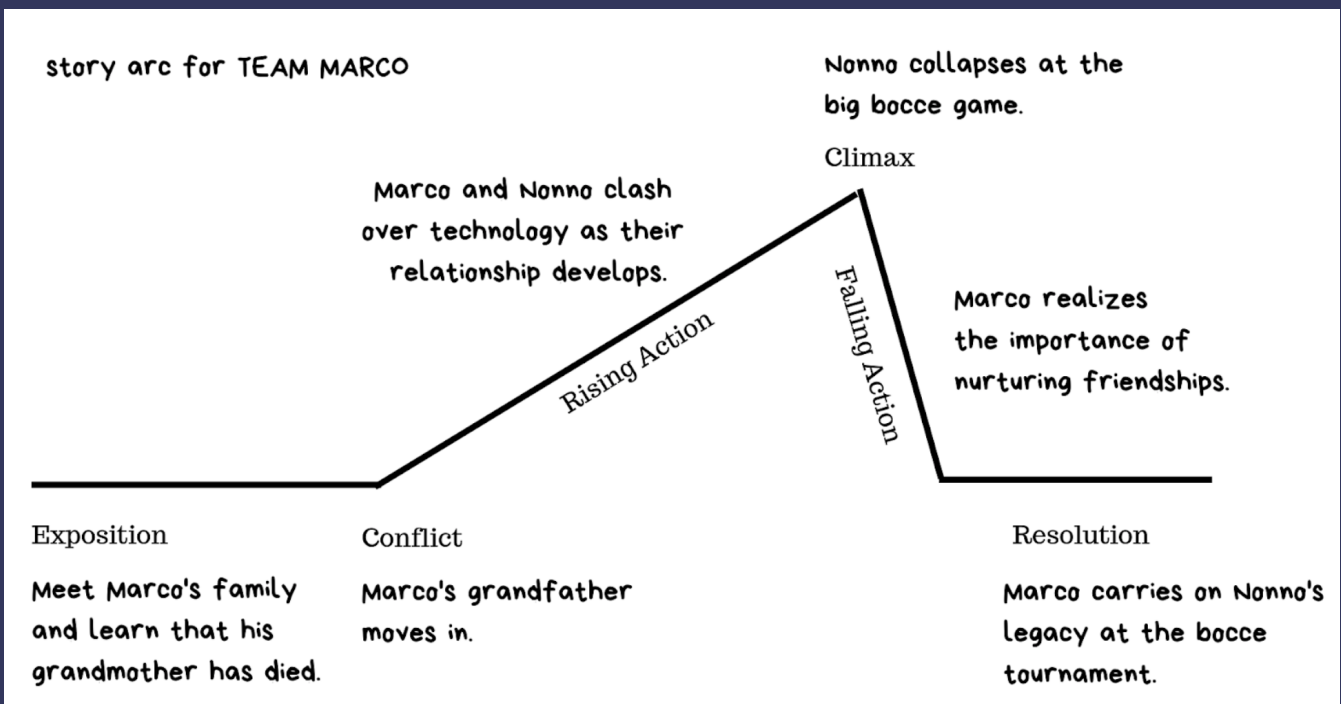
FIELD TRIP TO A LOCAL ELDER COMMUNITY

- Reach out to an elderly community in your area, such as a retirement home, and ask if your class can arrange a visit to socialize with the residents. Ideally, each student or a small group of students would be paired with one elder.
- Ask students to select a piece of technology, such as an app or a digital game, that they would like to bring along to show an elder in the community.
- Elders can then teach their student partners a non-tech game, such as a card game, board game, or an outdoor game like bocce or horseshoes.
- If you need additional ideas, check out the [Intergenerational Activities Sourcebook](#) created by Penn State Extension—for example, “Slang Chart” (pg. 17) and [Gen2Gen’s DIY activities](#).
- After the outing, ask students to discuss their experiences as a group:
 - What was your first impression of the elders you met during the field trip?
 - Did anything surprise you about any of the elders you met? If so what?
 - Share something you learned about an elder you met..
 - What was it like to play a game with the elders you met?
 - Did the experience change the way you feel about older generations?

ACTIVITY | INDIVIDUAL ASSIGNMENT TIME: 2-4 DAYS

NARRATIVE WRITING WITH AN INTERGENERATIONAL CAST

- Distribute the Story Arc Worksheet and explain to students that you are going to write a story with an intergenerational cast.
- Students can use ideas generated during the concentric circle game to write a short story based on something that happened in their own lives, a fictional story about fictional characters, or anything in between.
- The story should have characters from at least two different generations. For example, a story could be about a grandmother and a grandchild or it could be about a father and his stepchildren, etc. The goal is to have students practice taking the perspective of someone from another generation.
- Give students an example of a story arc by plotting TEAM MARCO's story arc on the board. Here is a sample for reference:



- Then have students create their own story arc to submit for feedback and grading.
- As an extension, have students continue to the next step of writing their short story based on their proposed story arc. Check out [this resource](#) for more teacher tips on narrative writing.

LESSON 2: FAMILY VALUES AND LEGACY

TEAM MARCO deals with family issues such as divorce, death, communication, and caring. This lesson encourages students to think about the values displayed in the film and those they have inherited from their own family or loved ones. Activities encourage students to use media to help preserve their family traditions and legacy as Marco did for his grandfather in the film.



DISCUSSION QUESTIONS

- Raise your hand if you have a grandparent living with you.
- What are the advantages of having a grandparent in your home?
- How did Nonno feel about living at Marco's house?
- What are values? What values did Nonno teach Marco?
- How would you describe Marco's relationships with his parents?
- Did technology improve Marco's relationship with his father? Why or why not?
- What is a tradition? What traditions did Marco's grandfather pass on to Marco?
- Why was the Italian cookie an important tradition for Marco's grandfather?
- What are your favorite family traditions?
- What is a legacy? Why do you think legacy was important to Marco's grandfather?

ACTIVITY | INDIVIDUAL ASSIGNMENT TIME: 15 MINUTES

COMPLETE THE VALUES WORKSHEET

- Distribute a copy of the Values Worksheet included at the end of this study guide to each student.
- Have students complete the worksheet and then invite them to share some of their answers with the class. Some follow-up questions for class discussion include:
 - How did you learn these values?
 - How do you practice them on an everyday basis?
 - Have your values changed over time?
 - Do you share the same values with your friends?

ACTIVITY | PAIR WORK TIME: 40 MINUTES

WRITING EFFECTIVE INTERVIEW QUESTIONS

- As a class, watch the video "[Four Tips for an Effective Interview](#)" from StoryCorps (Runtime: 4:50)
- Then have students pair up and work together to create a list of questions they would like to ask their grandparents. If a student's grandparents are not around, they can still think of questions to ask in a hypothetical interview.
- Here are [some examples of great questions from StoryCorps](#).
- As an extension, you could have students conduct an audio interview with their grandparents or other elders in the community using [the StoryCorps App](#).

ACTIVITY | INDIVIDUAL ASSIGNMENT TIME: 4-6 DAYS

CREATE A MULTIMEDIA PRESENTATION ON A FAMILY TRADITION

- Assign students to research a family tradition they would like to preserve and create a multimedia slideshow presentation to teach others about it.
- Examples of family traditions could include: a family recipe, a card game your family plays, a holiday celebration, an activity you do together, a song that was passed down, etc.
- Some guiding questions students can answer in their presentations include:
 - How did you learn this tradition?
 - What is your earliest memory of the tradition?
 - Why is the tradition meaningful to your family?
 - Who participates in the tradition?
 - When does the tradition occur?
 - What would someone need to know to continue the tradition?
- The presentation should include both text and images explaining the tradition. It can also include video and audio, if needed, to demonstrate the tradition.
- Some popular slide-making tools include:
 - [Google Slides](#)
 - [Microsoft PowerPoint](#)
 - [Apple Keynote](#)
- As an extension, students can present their slideshow to the class.

PRODUCE A FAMILY LEGACY VIDEO

- Distribute a copy of the Media Organizer Worksheet to each student and explain that they are going to create a family legacy video inspired by the video Marco created for his grandfather.
- Have students work with their families to research and collect information, photographs, home movies, or other artifacts to create a three-minute video about the legacy of a grandparent or another elder close to them. Some questions to guide students' research include:
 - How did the elder come to live in their area?
 - Where did the elder's elders live?
 - How large was the elder's family?
 - What did the elder's family like to do together?
 - Was the elder married? If so, how did they meet their spouse?
 - Did the elder have children? If so, how many?
 - What is the elder most proud of in their life?
 - What are the elder's fondest memories?
 - What is most important for the elder to pass on to future generations?
- After conducting research, have students think about which information would be best presented by audio, text, images or video. For example, if an elder shared an old handwritten love letter to their spouse, it might be best to show a close-up of the letter with an audio recording of someone reading it.
- Have students fill out their Media Organizer Worksheet.
- Next, have students start laying out their research in a storyboard. Students can feel free to be creative with the order they present information—it doesn't necessarily need to be chronological or highly structured. [Visit this site](#) for more tips on storyboarding.
- Then have them start assembling their video using editing software. Some popular video making tools include:
 - [Apple iMovie](#) (video)
 - [Adobe Premiere Rush](#) (video)
 - [Adobe Spark](#) (graphics and video)
- As an extension, have students present their videos to the class.

LESSON 3: DIGITAL MEDIA LITERACY

This lesson asks students to think about the positive and negative ways technology affected Marco's life in the film. Students are invited to share their own views on the role digital media plays in the lives of young people. Activities promote media literacy skills that help students think critically about the purpose of media technology and encourages students to practice boundary setting for their personal media habits.

QUESTIONS

- What types of media technology did you see used in the film?
- What were examples of positive uses of media technology in the film?
- What were some of the negative ways that technology affected Marco's life?
- Why did Marco's grandfather think Marco should use technology less?
- What is your favorite way to use media technology and why?
- Raise your hand if you've ever used technology for longer than two straight hours.
- How do you feel when you use technology for long periods of time?
- Do you think Marco's parents should have had stricter rules about screen time?
- Raise your hand if you have screen time rules at home.
- What's the longest you've ever gone without using a screen?



ACTIVITY | LARGE GROUP TIME: 20 MINUTES

FOUR CORNERS EXERCISE

- Create four signs labeled: Strongly Agree, Agree, Disagree, Strongly Disagree, and place one in each of the four corners of your classroom.
- Read each of the following statements and ask students to stand in the corner that they feel best represents their viewpoint.
 - Technology improves relationships.
 - Smartphones make kids smarter.
 - Movies are better than books.
 - Social media makes people feel worse about themselves.
 - Violent video games make people more violent.
 - The less screen time, the better.
 - Technology should replace teachers.
- After each statement, ask one or two volunteers from each corner to share their perspectives.



ACTIVITY | SMALL GROUPS TIME: 30 MINUTES

WATCH AND DISCUSS MEDIA LITERACY CONCEPTS

- As a class, watch the [slam poetry video](#) by social media ethicist Tristan Harris (Runtime: 3:48). For this video, it may be helpful to explain that Harris is a former Google employee who has criticized the way media companies design technology to be distracting and addictive. Or you can show the [PBS NewsHour interview with Harris](#) (Runtime: 8:43).
- Then have the class break into small groups of 3-4 students and discuss these questions:
 - How would you summarize Harris' main point?
 - According to Harris, what is the goal of a tech company?
 - How does the tech company achieve that goal?
 - How does a tech company make money off of free software?
 - What do you think Harris means by the "distraction economy"?
 - Do you agree with Harris' viewpoint? Why or why not?
- After the small groups have discussed, you can invite a representative from each small group to share their thoughts with the class.

ACTIVITY | INDIVIDUAL ASSIGNMENT TIME: 2 DAYS

CREATE A FAMILY MEDIA PLAN

- Ask students to invite their families to work together to create a family media plan. As a guide, they can use the [digital template](#) available in English and Spanish from the [American Academy of Pediatrics](#). The template includes such prompts as designating rooms in their homes as screen-free or creating technology curfews.
- If a student's family is unable or unwilling to participate in a family media plan, the student can also create a media plan for themselves on their own.

START A “NO TECH TUESDAYS” CHALLENGE AT YOUR SCHOOL

- Before this challenge, talk to other teachers and administrators in the school to gain buy-in for a “No Tech Tuesdays” challenge. You can show them [the example profiled by WMAU](#). Note that this example occurs in the summer. If you are planning a challenge during the school year, see if teachers would join in the challenge by making their classrooms and homework assignments tech-free for four consecutive Tuesdays.
- Ideally your challenge will have a sponsor that can offer an appealing prize, such as cash or a gift card. You can reach out to businesses or other sponsors to arrange one ahead of time, or you could have students write an appeal letter to potential sponsors as part of the project.
- Once you have these details in place, introduce the challenge to your students by showing them the [YouTube video featuring Washington Latin students](#) (Runtime: 2:56).
- Together with your students, pick a date about two weeks away to start your challenge, and plan to host it for four consecutive Tuesdays.
- Distribute copies of the “No Tech Tuesdays” Entry Form at the end of this guide and ask students to recruit participants from their school to join the challenge.
- To help with recruitment, have them work in pairs or small groups to design a variety of promotional posters, social media graphics, and short videos to advertise the challenge. Grade their work on visual appeal, clarity, and creativity. Here are a few tools that students can use to create their promotional materials:
 - [Apple iMovie](#) (video)
 - [Adobe Premiere Rush](#) (video)
 - [Adobe Spark](#) (graphics and video)
 - [Canva](#) (graphics)
 - [Pictochart](#) (graphics)
 - [Comic Life](#) (graphics)
 - [Google Slides](#) (presentations)
- Participating students should fill out the entry form and return it to you to formally commit to the challenge. Each student should recruit two adult sponsors to verify their information—one should be a parent or guardian. Adult sponsors can list exceptions to the rules if, for example, a parent needs to get a hold of a student to arrange school pick-up, etc.
- When students turn in their entry form, give them a completion form to fill out throughout the challenge and return to you with signatures from their adult sponsors at the end of the challenge.
- As an extension, consider organizing an assembly to give out awards or have students interview participants about their experiences.

TEAM MARCO CURRICULUM GUIDE

COVID-19 ADDENDUM | APRIL 2020

A Message from the Director

“Along with many talented artists, whose work you will also see in our film, I made *Team Marco* with the intention of sharing a message of love, of joy, and of friendship. In light of all that is happening in our world today—especially as we make our way through and out of the coronavirus crisis—that message stands. And it is all the more important. It is critical that we as individuals, and as children and families, understand the integral role we play, not only in the world but in each other’s lives.” —Julio Vincent Gambuto

Adaptations during the Coronavirus Pandemic

During preparations for the release of the film *Team Marco* in the spring of 2020, the U.S. along with much of the world experienced the coronavirus pandemic. Schools closed and teachers and students, with the help of their families, began adapting to online learning. This addendum to the *Team Marco* Curriculum Guide includes new discussion questions and updated activities aimed at supporting educators as they use the film in an online classroom setting.

In times of crisis, lessons in social and emotional learning prove especially relevant. Watching *Team Marco* presents an opportunity to discuss the challenging circumstances created by the pandemic—especially disruptions in relationships with grandparents and other elders who are most vulnerable to Covid-19 and increased screen-time as a result of online schooling and virtual socializing. We invite you to use the film and the accompanying materials to bring families together with activities that build empathy and resilience in difficult times.



LESSON 1: INTERGENERATIONAL RELATIONSHIPS

Students may be feeling grief about the loss of contact with grandparents or other elders during the pandemic. Marco's grief over the loss of his grandfather in *Team Marco* can provide students insight into their own feelings. These added discussion questions and a new activity for Lesson 1 (pages 6-8) focus on strengthening intergenerational relationships despite physical distancing in an effort to decrease isolation for both students and elders.

QUESTIONS

- How has the way you stay in touch with grandparents and/or other elders changed?
- Have you used technology to stay connected with elders? What was that like for you and for them?
- What are some low-tech ideas for staying connected with elders while physically distancing?

ACTIVITIES

- The two individual activities included in Lesson 1 are well-suited for distance learning: "Online Quiz: Do You Live in an Age Bubble?" and "Narrative Writing with an Intergenerational Cast."
- The "Concentric Circle Game" could be adapted to an online classroom using technology that allows the teacher to pair up students. For example, Zoom meetings allow break-out rooms. Learn more [here](#).
- The activity "Field Trip to a Local Elder Community," however, is not recommended and most likely not possible in your community due to increased physical distancing restrictions at senior centers and nursing homes. As a substitution, we recommend the following, new activity, "Pen Pals with Elders."

NEW ACTIVITY | INDIVIDUAL ASSIGNMENT TIME: 2 DAYS +

PEN PALS WITH ELDERS

- Create a pen pal program with a local senior center or nursing home. Reach out in advance and ask if staff will recruit elders to participate. Ideally, staff would share names and addresses so students can personalize their letters. For more inspiration, see [The New York Times](#) article, "[To Battle Isolation, Elders and Children Connect as Pen Pals.](#)"
- Notify parents about the activity (you can share the article above to introduce the idea). Students will need paper, envelopes, and postage on-hand to participate in the pen pal activity. Consider asking parents to donate extra stamps or supplies to the class and arrange for them to be mailed to students that may not have those items available.

PEN PALS WITH ELDERS CONTINUED

- In addition to the social and emotional learning in this activity, students can practice their correspondence skills. For more guidance on writing letters to elders, see [this lesson by Scholastic and the U.S. Postal Service](#).
- In the spirit of the film's tagline "Out with the New, In with the Old," challenge students to handwrite their letters. They should consider that elders may have different vision abilities, so it's important that penmanship be large and legible. Ink should be dark and in high-contrast to the color of the paper (such as black ink on white paper). Optional: Students can add creative elements to their letters, such as cursive writing, illustrations, a card, donated items, etc.
- If students need prompts to generate content for their letters, you can suggest they answer these questions to get started and/or pose them to their pen pals:
 - What hobbies or games do you enjoy?
 - How are you staying connected with friends and family at this time?
 - Of all of your experiences in life, which were your favorite?
- To complete the assignment, have students submit a picture of their letter (so that the content can be clearly read by the teacher), as well as the stamped envelope, before putting it in the mail. Have students exchange at least three letters each with their elder pen pal through the end of the school year.

LESSON 2: FAMILY VALUES AND LEGACY

Families are likely feeling additional stress and responsibilities due to the changes brought on by the pandemic. The family relationships depicted in *Team Marco* invite students to reflect on their own families and build empathy for parents and caregivers. The activities in Lesson 2 (pages 9-11) support families in increasing their resilience by focusing on the values, traditions, and legacies that guide them through challenging times. If students do not feel comfortable sharing openly about their home situations, you could also offer the option of private journaling.

QUESTIONS

- How has your home life changed during the coronavirus pandemic?
- What helps a family stay strong in the face of challenges?
- What activities does your family like to do together while you stay at home?



ACTIVITIES

- These individual activities in Lesson 2 work well in a virtual classroom while students are at home: “Complete the Values Worksheet,” “Create a Multimedia Presentation on a Family Tradition,” and “Produce a Family Legacy Video.”
- The pair work activity “Writing Effective Interview Questions” can easily be adapted to an individual assignment or a group discussion for online learning.

LESSON 3: DIGITAL MEDIA LITERACY

The use of digital media has increased dramatically during the coronavirus pandemic. Many teachers and students are experiencing online learning for the first time, and after school hours students rely on technology to stay connected with friends or family. *Team Marco* can help students think about the increased dependence on screens and how it has impacted their lives and relationships. Teachers can also use the discussion questions and activities in Lesson 3 (pages 12-14) to solicit student feedback about the online classroom experience.

QUESTIONS

- How is staying in touch with friends online different than in person?
- What do you like to do when you’re not on a screen?
- What do you like most about online learning? What do you like least?

ACTIVITIES

- The large group activity “Four Corners Exercise” can be adapted for an online classroom by using interactive software that allows students to submit their votes via an online survey that populates the student answers in real-time. For example, Poll Everywhere allows educators to sign up for free accounts to create multiple-choice activities to use in their online classrooms; learn more [here](#).
- The small group activity “Watch and Discuss Media Literacy Concepts” can be adapted to a large group discussion.
- Teachers should use their discretion when it comes to the individual assignment “Create a Family Media Plan” and the group assignment “Start a ‘No Tech Tuesdays’ Challenge at Your School.” A crisis situation may not be the best time to challenge students and families to adopt new rules around technology—maintaining a flexible attitude will likely be the more supportive approach. Instead, teachers can substitute journaling for these activities to help students identify and add more non-screen activities they enjoy. Students could also plan ahead to start a “No Tech Tuesday” challenge during summer vacation.

STANDARDS

Common Core Standards English Language Arts

CCSS.ELA-LITERACY.W.3.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.3.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.3.4 - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.3.5 - Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

RESOURCES

INTERGENERATIONAL RESOURCES

- [Generations United](#)
- [Intergenerational Activities Sourcebook](#)
- [AARP Volunteer Corps](#)

MEDIA AND TECHNOLOGY

- [Above the Noise Media Literacy and Digital Citizenship from KQED](#)
- [National Association for Media Literacy Education \(NAMLE\)](#)
- [Common Sense Media](#)
- [Electronic Frontier Foundation](#)
- [Center for Humane Technology](#)

COVID-19 ADDENDUM RESOURCES

CORONAVIRUS AND ELDERS

- [Guidelines from the U.S. Centers for Disease Control](#)
- ["Preventing Coronavirus in Nursing Homes" by AARP](#)

FOR PARENTS AND GRANDPARENTS

- ["Supporting Kids During the Coronavirus Crisis" by ChildMind.org](#)
- ["Agonizing Over Screen Time? Follow the Three C's" in The New York Times](#)
- ["Grandparenting in the time of COVID-19" in Harvard Health Publishing](#)

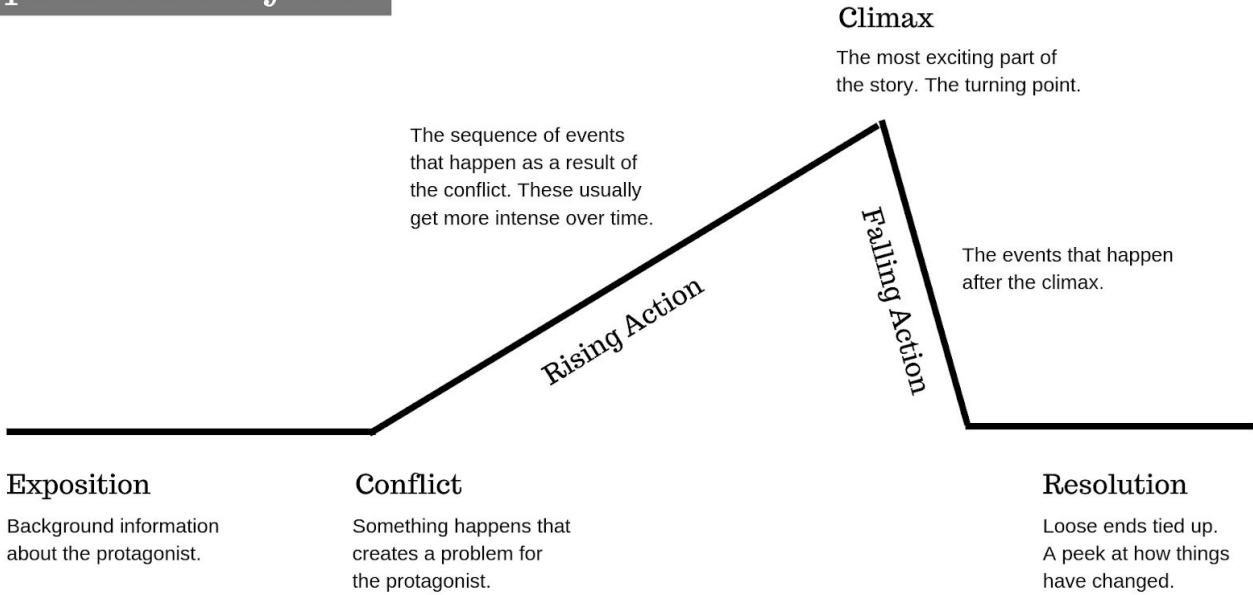
FOR EDUCATORS

- ["A trauma-informed approach to teaching through coronavirus" on Teaching Tolerance](#)
- ["10 strategies for online learning during a coronavirus outbreak" by ISTE](#)
- ["Teaching Strategies of Award-Winning Online Instructors" in Edutopia.org](#)
- ["Online Learning in the Age of COVID-19" from Teach Lab Podcast](#)
- ["What Students Are Saying About Remote Learning" in The New York Times](#)
- ["Remote Learning a Juggling Act for Those Teachers with Kids at Home" on SLLive.com](#)

HANDOUT: STORY ARC WORKSHEET

Review the parts of a story arc, then create your own story arc based on a story you would like to write.

parts of a story arc



create your own story arc

Exposition

Conflict

Rising Action

Climax

Falling Action

Resolution

HANDOUT: VALUES WORKSHEET

What values are most important to you?

1. Circle the top 10 values that are most important to you from the list below. If you don't see one of your top values on the list, you can write in your own.

Achievement	Fun	Physical Activity
Activism	Happiness	Self-expression
Art/Beauty	Health	Spirituality/Religion
Belonging to a group	Helping/Serving Others	Success
Compassion	Influencing People	Wealth/Money
Competition	Independence	Other:_____
Creativity	Integrity/Honesty Justice	Other:_____
Empathy	Kindness	Other:_____
Equality	Leadership	Other:_____
Excitement	Learning	Other:_____
Fame	Listening	Other:_____
Family Happiness	Making Music	Other:_____
Friendships	People	Other:_____

2. Now pick your top 5 and put them in order, with 1 being the most important:

1. _____
2. _____
3. _____
4. _____
5. _____

3. Briefly explain why these values are most important to you:

HANDOUT: MEDIA ORGANIZER WORKSHEET

Use this worksheet to organize media for your short video. Each row in the table below represents a scene in your video. For every scene, plan to include some combination of images or video, audio or music, and text or graphics to make your video interesting. Write in a short description of each piece of media in the columns below to begin planning.

TIME	IMAGE / VIDEO	AUDIO	TEXT / GRAPHICS
Example: 20 seconds	Vintage video of grandma at pool in 1965	Song: "Till There Was You" by Meredith Wilson	Margaret Perrone, 1965

"NO TECH TUESDAY" CHALLENGE ENTRY FORM

Student Name: _____ Grade: _____

Contact Info: _____

List all the ways you currently use technology: _____

What accommodations will you have to make to give up tech on Tuesdays?

For example, how will you make plans, get directions, or entertain your friends? _____

Challenge Agreement

As part of No Tech Tuesdays, I, _____ (student name), accept the challenge to give up TV, Internet, phones, video games, YouTube games, music players, and all other forms of tech for four consecutive Tuesdays from _____ (start date) to _____ (end date).

Adult Sponsors

To participate in the challenge, two adult sponsors must verify that you followed the challenge rules.

At least one adult sponsor should be your parent or guardian.

Sponsor 1: Parent or Guardian

Sponsor 2:

Name _____

Name _____

Signature _____

Signature _____

Sponsors, list any necessary exceptions to the rules:

"NO TECH TUESDAY" CHALLENGE COMPLETION FORM

For each Tuesday of the challenge, write down any times that you found yourself wishing you could use technology. What did you do instead?

<p>TUESDAY #1 DATE: _____</p>	<p>TUESDAY #2 DATE: _____</p>
<p>TUESDAY #3 DATE: _____</p>	<p>TUESDAY #4 DATE: _____</p>