



Section One Vocabulary

Match the correct word in column A with the definition in column B, then use in a sample sentence.

Column A	Column B
VOCABULARY	DEFINITION
1. Bombarded (Verb)	A. (of an object) having an edge or point that is able to cut or pierce something.
2. Remold (Verb)	B. dull, tedious, and repetitious; lacking in variety and interest.
3. Sharp (Adj)	C. (of information or a situation) revealing an embarrassing or incriminating secret about someone.
4. Depriving (Verb)	D. Subject (someone) to a continuous flow of questions, criticisms, or information.
5. Monotonous (Verb)	E. hit forcibly and deliberately with one's hand or a weapon or other implement
6. Strikes (Verb)	F. Change the appearance, structure, or character of.
7. Compromising (Verb)	G. Prevent (a person or place) from having or using something.

Section Two Reading

ARTICLE A Why are our children so bored at school, cannot wait, get easily frustrated and have no real friends?

Source

Introduction:

1. I am an occupational therapist with 10 years of experience working with children, parents, and teachers. In my practice, I have seen and continue to see a decline in kids' social, emotional, and academic functioning, as well as a sharp increase in learning disabilities and other diagnoses.
2. Today's children come to school emotionally unavailable for learning, and there are many factors in our modern lifestyle that contribute to this. As we know, the brain is malleable. Through environment, we can make the brain "stronger" or make it "weaker". I truly believe that, despite all our greatest intentions, we unfortunately remold our children's brains in the wrong direction. Here is why:

3. Technology

Using technology as a "Free babysitting service" is, in fact, not free at all. The payment is waiting for you just around the corner. We pay with our kids' nervous systems, with their attention, and with their ability for delayed gratification. Compared to virtual reality, everyday life is boring. When kids come to the classroom, they are exposed to human voices and adequate visual stimulation as opposed to being bombarded with the graphic explosions and special effects that they are used to seeing on the screens. After hours of virtual reality, processing information in a classroom becomes increasingly challenging for our kids because their brains are getting used to the high levels of stimulation that video games provide. The inability to process lower levels of stimulation leaves kids vulnerable to academic challenges. Technology also disconnects us emotionally from our children and our families. Parental emotional availability is the main nutrient for a child's brain. Unfortunately, we are gradually depriving our children of that nutrient.



4. Kids get everything they want the moment they want

"I am Hungry!!" "In a sec I will stop at the drive thru" "I am Thirsty!" "Here is a vending machine." "I am bored!" "Use my phone!" The ability to delay gratification is one of the key factors for future success. We have the best intentions -- to make our children happy -- but unfortunately, we make them happy at the moment but miserable in the long term. To be able to delay gratification means to be able to function under stress. Our children are gradually becoming less equipped to deal with even minor stressors, which eventually become huge obstacles to their success in life. The inability to delay gratification is often seen in classrooms, malls, restaurants, and toy stores the moment the child hears "No" because parents have taught their child's brain to get what it wants right away.



5. Kids rule the world

“My son doesn’t like vegetables.” “She doesn’t like going to bed early.” “He doesn’t like to eat breakfast.” “She doesn’t like toys, but she is very good at her iPad” “He doesn’t want to get dressed on his own.” “She is too lazy to eat on her own.” This is what I hear from parents all the time. Since when do children dictate to us how to parent them? If we leave it all up to them, all they are going to do is eat macaroni and cheese and bagels with cream cheese, watch TV, play on their tablets, and never go to bed. What good are we doing them by giving them what they WANT when we know that it is not GOOD for them? Without proper nutrition and a good night’s sleep, our kids come to school irritable, anxious, and inattentive. In addition, we send them the wrong message. They learn they can do what they want and not do what they don’t want. The concept of “need to do” is absent. Unfortunately, in order to achieve our goals in our lives, we have to do what’s necessary, which may not always be what we want to do. For example, if a child wants to be an A student, he needs to study hard. If he wants to be a successful soccer player, he needs to practice every day. Our children know very well what they want, but have a very hard time doing what is necessary to achieve that goal. This results in unattainable goals and leaves the kids disappointed.

6. Endless Fun

We have created an artificial fun world for our children. There are no dull moments. The moment it becomes quiet, we run to entertain them again, because otherwise, we feel that we are not doing our parenting duty. We live in two separate worlds. They have their “fun” world, and we have our “work” world. Why aren’t children helping us in the kitchen or with laundry? Why don’t they tidy up their toys? This is basic monotonous work that trains the brain to be workable and function under “boredom,” which is the same “muscle” that is required to be eventually teachable at school. When they come to school and it is time for handwriting their answer is “I can’t. It is too hard. Too boring.” Why? Because the workable “muscle” is not getting trained through endless fun. It gets trained through work.

7. Limited social interaction

We are all busy, so we give our kids digital gadgets and make them “busy” too. Kids used to play outside, where, in unstructured natural environments, they learned and practiced their social skills. Unfortunately, technology has replaced the outdoor time. Also, technology made the parents less available to socially interact with their kids. Obviously, our kids fall behind... the babysitting gadget is not equipped to help kids develop social skills. Most successful people have great social skills. This is the priority!

8. The brain is just like a muscle that is trainable and re-trainable. If you want your child to be able to bike, you teach him biking skills. If you want your child to be able to wait, you need to teach him patience. If you want your child to be able to socialize, you need to teach him social skills. The same applies to all the other skills. There is no difference!

9. You can make a difference in your child’s life by training your child’s brain so that your child will successfully function on social, emotional, and academic levels. Here is how:

- Limit technology, and re-connect with your kids emotionally
- Surprise them with flowers, share a smile, tickle them, put a love note in their backpack or under their pillow, surprise them by taking them out for lunch on a school day, dance together, crawl together, have pillow fights
- Have family dinners, board game nights (see the list of my favorite board games), go biking, go to outdoor walks with a flashlight in the evening.

10. Train delayed gratification

- Make them wait!!! It is ok to have “I am bored” time – this is the first step to creativity
- Gradually increase the waiting time between “I want” and “I get”
- Avoid technology use in cars and restaurants, and instead teach them waiting while talking and playing games
- Limit constant snacking.

11. Don’t be afraid to set the limits. Kids need limits to grow happy and healthy!!

- Make a schedule for meal times, sleep times, technology time.
- Think of what is GOOD for them- not what they WANT/DON’T WANT. They are going to thank you for that later on in life. Parenting is a hard job. You need to be creative to make them do what is good for them because most of the time, that is the exact opposite of what they want.
- Kids need breakfast and nutritious food. They need to spend time outdoors and go to bed at a consistent time in order to come to school available for learning the next day!
- Convert things that they don’t like doing/trying into fun, emotionally stimulating games.



12. Teach your child to do monotonous work from early years as it is the foundation for future “workability”

- Folding laundry, tidying up toys, hanging clothes, unpacking groceries, setting the table, making lunch, unpacking their lunch box, making their bed
- Be creative. Initially make it stimulating and fun so that their brain associates it with something positive.

13. Teach social skills

- Teach them turn taking, sharing, losing/winning, compromising, complimenting others, using “please and thank you”

14. From my experience as an occupational therapist, children change the moment parents change their perspective on parenting. Help your kids succeed in life by training and strengthening their brain sooner rather than later!

ARTICLE B Differences Between Children Who Grew Up in the 70's vs. Today

Source

1. As a child who grew up in the seventies, I'm flabbergasted at the degree of generational differences in health, medicine, food, safety, and general well-being of children. Don't get me wrong, I love technology and all the advancements we've made in several areas, but at the same time when you break it down to the simplest ways of managing human lives, we've taken one step forward and three steps back. The level of fear we currently exhibit as parents and as a society towards children is at an unprecedented level. When comparing the two time periods, an element of certainty exists where we have now immersed our most precious assets into a toxic, overly hygienic, medicalized, obsessive compulsive, paranoid, anxious and at the very least, a “cowardice culture” where children are being trained and almost indoctrinated into a world where “the norm” is to fear everything and everyone.

2. Our Entertainment Was Each Other

We had no internet, cell phones, computers or video games. Not only were our lives free of close proximity electronic devices and their constant electromagnetic radiation, but this allowed us to entertain ourselves through peer interaction and physical activity. You're talking about a dramatic decrease in the level of physical activity from just 40-50 years ago and it's manifesting itself in obesity, insulin resistance, and precursors to diabetes in children as young as ten years old. We didn't have these distractions taking us away from each other's presence, which allowed us to interact, manage and entertain our emotional states with friends. Texting, instagraming and facebooking has turned our children into a generation of mindless drones who can only interact when they're behind a keyboard, earpiece, speaker or headset—anything else is just too scary.

3. Playing Outside Was Normal, Not Prohibited

Most people who pass by a park today and see 10-year old children playing alone, think “why” as fear strikes a chord. Why are they without their parents? Why are they playing alone without supervision? This was normal and just a way of life in the 70s. We stayed outside until the lights turned off in the summer or heard our parents screaming to come inside. Nobody called the police because a group of kids were playing alone on their street or in the park. When parents had people over, we were expected to go outdoors. We didn't live in nanny state where unsupervised children were seen as having negligent parents. We should all be ashamed of creating a society where children are prohibited from playing outside with their friends after 6pm or chastising parents for allowing them to. And yes, we had child murderers, molesters, kidnappers back then too. We just didn't freak out about the “what ifs” at the expense of our children's freedom and expression of who they are. Now we have them cooped up in front of iPods, iPads, PlayStation, Xbox and any other device that can lock their attention to a screen as long as they're at home and our perception of security is at ease. Some people call that technological progress, but it's nothing more than a safety net to ease our conscience and societal expectations gone adrift.

4. Children Were Not Labeled As ADHD, ADD, or Hyperactive. They Were Just Kids Being Kids

Children today are being medicated at alarming rates for what appears to be normal childhood behavior. Yes, there are some children with legitimate behavioral issues but they are an extreme minority and none of these issues are solved by medication. The big problem is that we're diagnosing and labeling common temper outbursts and other disruptive behavior in millions of children as attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD). If you took a subset of 3-year old children from 1970 and transported them to our current timeline, you would see that not much has changed, however the way we deal with them



has. We are putting kids on long-term stimulants as if it was candy. A nationwide CDC survey found that 11 percent of children ages 4 to 17 have received a diagnosis of ADHD, and about one in five boys.

5. A vast majority are put on medications such as methylphenidate (commonly known as Ritalin) or amphetamines like Adderall which cause growth suppression, insomnia and hallucinations. About half a trillion US dollars is being wasted on unnecessary medication of young children for ADHD, of which almost 100 million is funded by Medicaid. The youngest kindergarten kids are 60 percent more likely to be diagnosed with ADHD than the oldest in the same grade, and also, by the time those groups reached the fifth and eighth grades, the youngest are more than twice as likely to be on prescription stimulants. We've taken all "hard to control" kids and lumped them into a couple of diagnostic categories of what we perceive as mental illness. That's ridiculous. Let's stop targeting children and start being present with them with new activities, adventure, and change. They need balance with activities that are calming, relaxing, and nurturing. Only then will these children respond to a support system that cares about their development rather than a pill to suppress the symptoms.

6. Total Accessibility to Children Was Not A Need and Neither Was the Incessant Nature of Constantly Hovering Over Their Safety

If you took a survey of how many 10 years old today have cell phones, the results would probably shock most people. More than 60 percent of kids between 11 and 14 own a cell phone. The rise in cell phone use by children mostly stems, at least in part, from the incessant nature of wanting to constantly connect with our children. We want to know where they are at all times. This wasn't a problem in the 70s because there were no cell phones. But cell phones are not really the source of the problem. The problem is the parents who operate those cell phones. Helicopter parents in the 70s were a Mom a Dad who had a license to fly a helicopter. Today they are parents who are so attached to their kids that it's almost impossible to focus on anything else; daily activities, constant conversations and every ounce of effort is reserved for the children. They fall for all the "gimmie" traps. They feel obligated to provide all the cutest clothes and latest gadgets and they're terrified of their child making a mistake. They don't want their children to know what it feels like to reap the consequences of their actions or deal with conflict. They criticize teachers for all the shortcomings within their children's education.

7. They're germaphobes and don't want their children exposed to anything, even the simplest of colds. They harbor a huge amount of guilt and are so overprotective and over-prepared that you can spot their kids a mile away with an overstuffed backpack, knee and elbow pads, a four-course meal along with a miserable expression. These types of parents did not exist forty years ago because our parents gave us more freedom in our decision-making processes. They didn't feel they had to cater to our every whim to please us. They knew we loved them regardless of the gift giving or brand-name purchases. They let us make our own mistakes no matter how painful it was for them. They allowed us to accept responsibility for our actions and deal with the consequences. Most of all, they were more present for us, playing less of an enabler role and more of a supportive role. 1970s parents could school many of today's helicopter parents in ways that would radically transform the way they think of themselves and their children.

8. It Was OK to Get Hurt and We Didn't Call Every Person That Hurt Us A Bully

Not only was it ok, but it was expected. Kids get hurt, both physically and emotionally. Get over it. They're kids. We got bumps, bruises, cuts and were roughed up on a regular basis. Our feelings were hurt and we somehow had the support systems in place to overcome this adversity. We didn't have the need for a closed room meeting with a child, their parents and teacher and possibly litigate because a child was pushed or shoved. We didn't make a big deal about avoiding bullies...we dealt with them We just worked things out. We think we have a nation of responsible, justice-minded adults when all we are is a bunch of whiners. Anti-bullying programs and campaigns don't work! You will never address a problem by addressing its symptoms. We live in a world run by short-sighted, trigger happy, control-obsessed, illogical people who don't understand a thing about human wisdom. Would you like to empower children with the wisdom to be responsible for their own actions based on solid moral principles and empathy, or would you prefer teaching all kids to fit into a behavioral template and abide by certain rules to create a completely safe utopian environment in which everyone is always nice to each other by default, without moral responsibility and the wisdom to know the difference? You can't have both.

9. The Sun Was Our Friend and We Weren't Terrified of Being Exposed Without Lathering Sunblock

This is perhaps one of the biggest misinformation components of primary school curriculums that needs reform immediately. We were never taught that sun was the enemy. What a coincidence that the more studies that surfaced on the benefits of Vitamin D from sunlight, the more it was demonized in school curriculums. The risk of the sun's rays had nothing to do with the myth about a dangerous ozone. When traveling from either pole to the equator, UV exposure increases up to 5000% whereas ozone depletion only increases UV exposure by 20%. If UVB exposure and ozone depletion were the cause of skin cancer, those populations living



closest to the equator would be diagnosed with malignant melanoma at a phenomenal frequency. The opposite is true. We spent hours out in the sun all day every day. We had less incidence of skin cancer everywhere. Millions of children are slowly relearning the sunlight is not our enemy. In fact, using sunscreen leads to mental health disorders and critical illness. It's time to set the facts on sunlight exposure straight in schools and once and for all teach kids the growing body of evidence which shows that blocking the sun's rays from reaching our skin dramatically influences our optimal vitamin D levels, leading to higher mortality, critical illness, mental health disorders and ironically, cancer itself.

10. There Was No Gluten-Free, Sugar-Free, Fat-Free, Dairy-Free, GMO-Free, Etc.

The 70s and 80s became the downfall of modern agriculture in terms of toxicity. We saw the introduction of the world's greatest selling and most toxic herbicide glyphosate, which entered the marketplace in 1974. The herbicide quickly established itself as a mainstream product for widespread agricultural and consumer use. Monsanto quickly began manipulating plant genomes to develop genetically-modified organisms (GMOs) that not only tolerated glyphosate-based pesticides, but required their use. Up until the mid-70s we still had an amazing diversity of organic farms with very minimal pesticide use. The nutrient content of foods was still very high compared to today. With the advances in modern food technology came extended shelf life which added a tremendous diversity of emulsifiers, preservatives, artificial sweeteners to replace full-fat in dairy products, which led to low-fat and sugar-free products being introduced thereafter at the expense of our health. Only then was there an influx of dozens of harmful ingredients that were incorporated into many foods. It was also at this point when wheat, the world's most popular grain became the deadliest for the human metabolism.

- 11.** At some point in our history, this ancient grain was nutritious in some respects; however modern wheat really isn't wheat at all. Once agribusiness took over to develop a higher-yielding crop, wheat became hybridized to such an extent that it has been completely transformed from its prehistorical genetic configuration. All nutrient content of modern wheat depreciated more than 30% in its natural unrefined state compared to its ancestral genetic line. The balance and ratio that mother nature created for wheat was also modified and human digestion and physiology could simply could not adapt quick enough to the changes. The concept of gluten being a very dangerous protein was then investigated and hence today, many foods are gluten-free. Dairy-free is another term that was absent from food labels. As milk became more harmful to human health through the introduction of more antibiotics, growth hormones and pasteurization, more people became increasingly ill in the 80s and onwards as factory milk farms created a liquid devoid of practically all nutrition. Besides the popularity of veganism today, more people are choosing dairy-free products due to what is now the inherent toxic nature of all processed cow milk.
- 12.** I have fond memories of the 1970s and I'm sure people who grew up before this time also enjoyed even greater health and abundance. We must realize that with every passing decade comes a cycle of change. We can never go back to who we were and our focus should be on making our future better for ourselves and our children. We can continue on this cycle of fear and raise a generation of timid and paranoid children, or we can empower them to become all that they can be, accepting consequences and responsibility of becoming mature, benevolent, conscious and loving beings. When love is in the equation, fear usually takes a back seat. At that point, anything is possible.