**SMART & HEALTHY**

Important baseline in a digital society. Did you already know?

**"Knowledge" tools:**

1. Necessary competences in the digital world (Prof. Dr. Frank Thissen, 2017, Luxembourg)

* *Creativity*
* *Curiosity*
* *Problem solving*
* *Critical thinking*
* *Cooperation*
* *Information literacy*
* *Media competence*
* *World citizenship [[1]](#footnote-1)*
* *Autonomous learning"*

Additional (Gabriela Rapp):

* *Happiness (self-confidence)*
* *Relaxation*

Do the ways in which children and young people interact with digital content and the digital content itself promote these competences? Which of them? Are you sure?

1. Risk analysis, also for the digital world

Health insurance companies, insurance companies, financial institutions, etc. have long used the risk analysis approach as an important tool for decision-makers.

In the "real world", we taste, smell, see, hear, feel... dangers. We can estimate risks. Our brains have been designed to do that for millions of years.

Our brain finds it hard to grasp risks in the digital world. The digital world was not built for our brains. It is therefore important to integrate the approach of risk analysis into our considerations around the digital world and this especially in the area of children and young people.

What's a risk? Simple. It is the result of the multiplication of vulnerabilities, threats and impacts, therefore:

R (risk) = V (vulnerability) x (T) threat x (I) impact.

*Do you apply risk analysis in relation to digital devices and their content? Do children and young people have appropriate risk reflections too? Is this possible at all? If so, from what age onwards?*

**HEALTHY & SMART, especially in a digital world**

**Important knowledge about neuroscience,**

**the brain and learning**

Did you know?

Knowledge List I

* The brain development of an embryo begins at the latest in the 3rd week of pregnancy.
* From the 28th week, learning begins as an embryo in the womb.
* Stressful experiences in the early stages of pregnancy affect the microstructure in the brain part 'hippocampus', with foetuses of boys being more affected. This leads to brain developmental disorders.
* It is very important that a child spends the first 1,000 days without emotional stress, otherwise illnesses such as depression, burnout, etc. can follow later in life.
* With normal brain development, a baby can make a social evaluation with 'one look'. So, roughly speaking, the baby knows who means it 'well' and who means it 'not well'.
* At 12 months, a toddler recognizes which toy is weaker, example a soft toy dog or soft toy rabbit. The logical understanding is given.
* As early as 14 months of age, children experience emotional stress through threat experiences (for instance in a puppet show)
* Infants learn in their first developmental phase, therefore in the first 1,000 days via a) protection and reliability, b) empathy, social evaluation, c) attention, d) imitation.
* The 'visual life' of a toddler is optimized in the 'first two years'. The child learns through precisely synchronized 'acoustics and facial expressions'. For example, a child can tell by the facial expressions of his / her parents whether they are speaking their mother tongue or a foreign language. After the first 1,000 days, the brain loses this unique ability.
* **If acoustics and facial expressions diverge, the child *'does not* learn to *speak*'**. In front of screens, acoustics and facial expressions drift apart in time.
* The screen also lacks social interaction. The social interaction in words is not only 'words' and 'grammar', but a word also means numbers, sizes, shapes and predictions which also follow from this.
* **In the first three years of life, the brain is therefore organized quite differently.** It has extraordinary abilities that it does not have later.

Using the example of 'language' we can see very nicely that children only learn language if they have the appropriate language experience, developed in the brain. Here, people's facial expressions and facial distance in relation to the toddler, simultaneous acoustics and social interaction are indispensable.

* 'Executive Functions': Suppose there are blocks in front of us, each with a head, toe, knee, shoulder etc. on it. Can the children put the blocks into the right order? Children show good results if they have drawn beforehand, for example. They show hardly any results if they have previously watched programmes with educational content. The children show negative results and effects if they have previously watched a comic on the television set (e.g. quick passing pictures or violence [even if put into a funny context] are stress for the brain).
* For older children, eg. four years of age, 'parent - child dialogue' performs significantly better than an 'electronic book'. Why? Here is a short, rough explanation. Let us assume you have the story of the Bremen Town Musicians as an electronic book at home. While you are telling or reading out how the cat jumps from the donkey to the dog, your child may be pressing the button ‘the cock crows’. The context is not correct. The brain learns to get mixed up. The clicks have nothing to do with the content of what you are reading or telling.
* In the first six years of life, the following makes a child 'smart': a) healthy eating during pregnancy, b) early reading together (reading aloud), c) nutrition, d) a stable loving environment with reference persons, e) language acquisition.

Putting children into kindergarten very young does not help make them smart.

A preschool with language support is better than a preschool without language support.

* Children do not yet have self-regulation.

Besides health aspects, time in front of screens means wasted valuable time in this special phase of brain development. This phase is a special opportunity for learning. Screens waste this opportunity. **Science clearly shows that the longer children sit in front of a television set in the first 2 years of life, for example, the worse their language acquisition.** Yet '*parental influence is the most important predictor' of* '*children's behaviour in the first years of life*', *not, for example, kindergarten.* *Children imitate their parents*.

* Do children learning better by writing or better on the computer? Results of science: *Writing leads to significantly better results*. This is true not only for children, but also for tenth graders, for example.

Let's ask ourselves whether the way children interact with digital content and the digital content itself, which children see on a daily basis (as well as in their environment), support a healthy development process here?!

Let's ask ourselves what needs to be done

* in and for parents,,
* in kindergarten, ..,
* outside the kindergarten,
* in the community,

so that children, according to the listed points, are promoted and protected in their development?

Let us ask ourselves how digital devices and content can be used and how digital developments can be generated in order to support and promote these factors to develop the potential of children and young people to grow up smart & healthily.

**HEALTHY & SMART, especially in a digital world**

**Brain developmental stages important in discussions around**

**digitisation, learning and digital consumption**

Did you know?

Knowledge list 2

* The brain has developmental phases. The electrical currents in the brain differ depending on the developmental phase of the brain.
* Until the age of 2, our brain functions only in the lowest frequency of electrical currents, the delta waves, 0.5 - 3 Hz. If our brain lives in this waveband, we are in an unconscious state. It is the phase of dreamless, restful sleep or intuitive attention, a kind of radar, a constant alertness. With young children you can think of it this way, they sit behind a glass window and can watch the world, but they cannot do anything. The brain of the young child soaks up everything it perceives like a sponge. Deep neuronal connections are formed, almost like a storage directly into the subconsciousness. Babies and toddlers have the spectrum of delta brain waves, < 4 Hz.
* Children from 2 / 3 to 6 years of age have in addition to the delta waves, theta waves, a frequency of 4 to < 8 Hz. These waves in the brain also occur in adults during sleepiness and light sleep phases. It is the wave range of imagination and fantasy. This is also the reason why children of this age easily mix reality and fantasy. If children watch movies or play computer games that are clearly not real for adults, this is completely different for children!
* It is not until the age of 6 that children can think as 'consciously' as adults. The first 6 years of a child are therefore 'the programmable state' of the brain. Children learn a lot by observing. Their brain soaks up everything. Up to the age of six, this is called the hypnagogic trance. In hypnosis, you go to this wave level, for example, to give input to the subconscious. With children the first six years are therefore also the time of the integration into the culture. A child has to learn thousands of facts about how he or she fits into the family and into society. Simplified it means that nature does not give the child the opportunity to create new things by itself, but only the opportunity to download facts and be programmed. The programmes which are stored in the subconscious in the first six years of our life, therefore, massively determine the rest of our life!
* From 7 to 12 years, the wave phase alpha is added in the brain, 8-12 Hz. This corresponds to calm consciousness and light relaxation.
* From the age of 12, the brain can then additionally reach the state of beta waves. This corresponds to concentration, such as when solving a task. Beta waves are measured when a person is in an alert / in a tense to alert state. The 'normal' frequency spectrum is between 13 and 30 Hz. Now the brain can reach all four wave states that adults have.
* Attention: In puberty there are also different stages of development of the brain: Early puberty, middle puberty, late puberty.
* Science has clearly demonstrated that the brain is self-wired, so to speak; the technical term here is 'experience-dependent neuroplasticity'. The formation of the networks and connections that develop in the brain therefore depend on how and for what someone uses their brain. This again depends on a) what seems important to us, b) what gets under our skin, c) what pleases us, d) what we are looking for, e) what we get involved in and f) what we would like to achieve.
* It should also be taken into account that every experience leaves a 'trace' in the brain. [[2]](#footnote-2)

Further:

* Prof. Christian Montag, head of the Department of Molecular Psychology at the University of Ulm, and his colleagues were able to demonstrate, for example, a connection between increased social media use on mobile phones and a reduction in human brain volume. For instance the area of the brain that is considered to play a major role in the control of emotions is reduced. These researchers were also able to demonstrate a reduction in brain volume when playing online games on a daily basis. Here, the decrease in brain volume was affected in those areas responsible for emotion regulation and decision-making. Structural brain changes were already detectable after six weeks of playing the computer game World of Warcraft (WoW) for only one hour a day (adults).
* It has been scientifically proven that a lot of dopamine acts in the brain similarly to the drug heroin, see e.g. Prof. Dr. Gary Small, Psychiatry University of California. High screen usage times cause brain damage in the frontal cortex. The grey matter of the brain is reduced and higher impulsivity as well as aggression develop. The brain connections of logical thinking are impaired, leading to wrong decisions. The frontal lobe of the brain is weakened and other symptoms such as bipolarity may occur.
* The connection between addiction and depression is also alarming. Rainer Thomasius, medical director at the German Centre for Addiction Issues in Childhood and Adolescence, emphasises that those who are addicted to social media have a far more than four times higher risk of developing depression.
* The California State Teachers' Retirement System and Jana Partners, two large funds that together held about $2 billion in Apple stock (AAPL) prior to 2018, demanded that the tech giant take a firmer stance on the impact of excessive smartphone use by children and teenagers. The investors highlighted a number of studies that show the harmful impact of addiction to content on smartphones. This impact includes lower attention in class, sleep deprivation, and a higher risk of depression and suicide. The investors wrote a public letter, which they published online. Apple integrated the 'Screen time' feature into iPhone and iPad in mid-2018.

Let us ask ourselves how digital devices and content can be used and how digital developments can be generated in order to foster the potentials of children and young people as well as to grow up healthy in body, mind and spirit.

**HEALTHY & SMART, especially in a digital world**

**Checklist for parents, grandparents, educators and teachers**

Did you know?

Many chronic mental diseases arise during puberty, triggered by all kinds of experiences such as violence, fear.... But we can do a lot as parents and as a society so that our children grow up healthy and smart.

* **Core competencies that are important for a child to develop / to learn until the age of about 9 years,** in order to be healthy in and beyond puberty are, therefore, also to minimize the risk of developing diseases (see also Prof. Dr. Braus). Parents, school and society have nine years of time to help to:
* develop / learn demands on oneself that fit (no over expectation / no under expectation)
* develop / learn self-control
* develop / learn positive emotionality through the model of the environment
* develop / learn decision making
* develop / learn to be socially involved

Let's ask ourselves whether the way children and young people use digital devices and their environment uses them is promoting these core competences?! What about the digital content they see daily? Are these contents promote these core competences?

* **For parents, the following applies from the start of puberty** (as the brain automatically rebuilds itself accordingly)
* Negotiate and assure a follow up on learning objectives / work objectives
* start assigning responsibilities
* build trust / give confidence

Let us ask ourselves whether the way in which children and young people deal with digital content as well as their environment supports parents in this?

* **Children up to the age of 13 learn mainly through** [[3]](#footnote-3)
* positive feedback (not negative)
* Give recognition & positive feedback
* social inclusion
* being supported in doing things that are beneficial to the community
* parents encouraging individuality (can be a green hairstyle... - it does not matter...)
* comprehensible rules that are agreed upon and rule violations with clear and comprehensible punishments. This gives the brain structure and security in the learning process

Note: To become good in one domain, e.g. writing, playing an instrument, programming, sports this requires about 10,000 to 12,000 hours of practice with always the right amount of supportive guidance.

Let's ask ourselves whether the way children / young people use digital devices and their environment uses them, as well as the content they see every day, encourage the enumerated points?!

* **Maturation of the brain during puberty: cortex and coupling of the emotional apparatus**

By what is the "me / I” in puberty driven? In puberty the "me/I" is driven by the *emotional apparatus.* The brain is structured that way, rebuilds that way! Therefore, not the mind (cortex) but the much older parts drive the "me/ I". As there are:

* Hypothalamus (stress / body functions)
* Amygdala -> it always has the last word, because of fear, pain, aggressiveness
* Nucleus Accumbens (it’s the fun -> important part of the brain's reward system and partly responsible for the development of addiction)
* Therefore it is important that e.g. parents or the environment for example do not act emotionally, otherwise they fuel the system, more and more emotions are generated. Attention: This also applies to marketing, raising awareness, - see e.g. cyberbullying and the awareness-raising campaigns or the type of material that is prepared for young people. What is easy to understand for adults, what seems to make sense, can cause increased stress for young people.
* The disconnection of the emotional apparatus in the brain happens and is necessary during the early puberty. Adolescents are supposed to have their own good experiences and learn from them. They are supposed to detach themselves from their parents. The coupling of the emotional apparatus to the control regions of the cortex as we adults have, is not yet given to adolescents brains. This process happens during middle to late puberty.
* Therefore, adolescents in early and middle puberty are more sensitive to stress. Make-up, specific clothing for instance help; they are a protective factor against social stress.... Adults who are aware of these processes can therefore remain calm. However, it should always be noted that middle puberty is the dangerous stage. A good social network, in which the adolescents are embedded, can be very supportive here.

To consider: How does the brain process multiple "me's,"? How does a teenager’s brain process several “me’s”, e.g. a virtual "me" on Snapchat that a teenage person identifies with, a virtual "me" in the game that a young person identifies with, and the "me" in real life?

Let's ask ourselves whether the way that children/adolescents interact with digital content, the digital content itself that young people see every day, as well as children’s and adolescents digital environment, support a healthy developmental process here?! Can the coupling of the emotional apparatus to the control regions of the developing cortex within these crucial years take place in a healthy and optimal way.

Let's ask ourselves what needs to be done

* in and around parents,
* at school,
* outside of school,
* in the community,

so that children, according to the listed points, are fostered and protected in their healthy development?

Let us ask ourselves, being aware of the biological factors described above, how digital devices and content can be used to support and promote children and adolescents so that they may grow up healthy and develop their potential?

Let's ask ourselves how digital devices and content can be used to promote the development of the necessary skills in a digital world: Creativity, problem solving, autonomous learning, curiosity, global citizenship...? Reflections have to incorporate the development stages of children/adolescents and their specific brain vulnerabilities in each stage.

*"It's not what you don't know that gets you into trouble,*

*but what you know for certain is wrong!". Mark Twain*

**HEALTHY & SMART, especially in a digital world**

**Test of own adult behaviour because parents are models:**

* Check your own screen time on your mobile phone as well as the respective

time spent with individual apps

* What do you do first thing in the morning? Do you look at your mobile phone / tablet first thing in the morning?
* Are digital devices banned from the breakfast table and at lunch and dinner?
* Are digital devices regularly switched off at home?
* Do you give your brain and body digital-free breaks, e.g. on the bus or while waiting?
* Do you take regular breaks from digital devices at work?
* Do you meet with friends without digital devices interrupting conversations? ... without mobiles lying on the table and beeping?
* Do you manage to relax without digital devices?
* Can you manage one digital-free day a week? Half a day?
* Do you fall asleep at night without digital devices? Do you read a book now and then in the evening, go for a walk...?
* Do you feel the need to have a digital device with you?
* Do you go to the bathroom without a digital device?
* Do you feel the need to watch for news on your digital devices?
* Do you wake up at night to check your digital devices?
* Do you listen to someone 100%, even if there are digital devices on the table?
* Are you easily distracted by digital devices?
* Do you manage to let go of digital games, digital apps after a scheduled time?
* After a digital message, do you manage to put the device away, therefore not scroll on and on?
* Do you find yourself distracting children or teens with digital devices?
* When did you spend your last 4 hours without carrying a digital device?
* Can you do the "one afternoon without a digital device/media" challenge?
* Can you do the challenge "an evening without digital devices / media"?
* Can you do the challenge 24 hours without digital devices?

**HEALTHY & SMART, especially in a digital world**



**How does an app manage to get us practically addicted to it?**

**To change our behaviour because of it?**

Did you know?

Some companies, for example, make a fortune from 'virtual sheep' on 'virtual farms'. How do they do it? What do they do with us?

Quite simply, the app provides us with a series of experiences that stick with us. The more often we have the experiences, the more likely we are to form the habit of calling up the app again, e.g. always at the bus stop. The app changes our actions, becomes a habit, can trigger inner compulsions.

How do Internet companies manage, without expensive ad campaigns, to get us to use certain virtual products (apps, games) again and again?

Simple. Companies proceed in 4 steps, a cycle that we should repeat as often as possible:

*The first step: The* companies think about a '**trigger**' **for** us, e.g. an app icon. We can imagine this similar to an animal that immediately comes running when shown a treat.

*The second step: The* companies think about a '**simple action**' for us that creates the 'expectation of a reward' in us. We click on the link, which is a simple action, and end up on Pinterest, for example. As a reward, we get lots of photos waiting for us.

The *third step:* the '**rewards keep changing**'. This fascinates us. Example: Open the fridge every day and always find eggs, butter, milk in there... it is boring. But what if there is a different, delicious surprise waiting there every day? Imagine children here!

When we expect a reward, the dopamine in the brain increases rapidly. Those areas of the brain that are responsible for desires and cravings become more active. The areas of the brain associated with judgment and reason, on the other hand, are suppressed.

*The fourth step:* We '**work**', so we invest. Yes, you heard right. When we 'put in a little effort' into something, it is more valuable to us. Think of IKEA furniture you screwed together yourself, or that ready-made cake mix where you have to add 2 eggs yourself. In the virtual world, we invite friends, specify preferences ... We work. The app promises us even better service in return, for example. Does this sound familiar? Are you thinking of Facebook? That's right! Here too we work by inviting friends, specifying likes, posting photos.

The internet companies don't want us to immediately open the wallet and then go back to living our lives, they want us to repeat the four steps of trigger, action, reward, work again and again. We are on their hook. We change our behaviour according to what digital companies want.

The question arises: Is it possible through the digital world to learn values that are contradictory and even opposed to our social values in the real world? Do these values have an effect on the real world?

The simple answer is: "*Yes*".

Accessibility, data and speed make it possible to shape new habits of people. These new habits change us.

As described earlier, it only takes four items repeated over and over again to build habits: a trigger, an action, a variable reward, some work of your own, and a trigger again....

Note: Our *attention* is the raw material for the companies behind social media.

Simply put, *the gradual change in a user's perception* and *thus the change in a user's behaviour is the product being* sold to advertisers. The algorithms are already so good that they can predict the behaviour of users quite accurately. This makes it possible to best place advertising successfully.

Many people have no idea how easily their brain can be attacked. The human being is programmed on a deeper level, so to speak.

*Let us ask ourselves whether the processes described above promote the development of a knowledge society?*

*What actions in terms of raising awareness, prevention, intervention, investigation and legislation are needed at local, national and European level to ensure and promote the development of a knowledge society?*

*What actions are needed so that children and young people can grow up smart and healthy in our digital world and develop their potential? This is particular under consideration of the processes described above.*

**Testimonials from young people**

Personal experience report of a young man of 21 years

VIDEO GAMES

Introduction:

We live in a world today with many new types of technology that entertain us, make our lives easier, help us learn more about the world and much more. We have reached a point where we can do a lot without lifting a finger. One of these technologies I'm going to talk about is an entertainment technology and one that makes many people question if it's safe, why it's so popular, why many buy it, how it affects people's lives, and if it's a waste of time. I am talking about video games, something I enjoy with much love and that has had a positive and negative impact on me. I'm going to tell you about these impacts and how I would change my childhood, which was mostly based on video games, if I could go back.

Positives:

Video games helped me with a lot of the issues I faced as a kid. I grew up with parents who didn't have the best marriage and had their own mental health issues. I was silenced by so many people, mostly adults and many of them were from my relatives. They kept telling me that my view and how I thought about something was wrong and that I should follow their view on life. Most importantly, they were always right and I was always wrong. Dealing with my parents fighting every day, their mental state, the bullying I experienced at my school and sometimes by my brother, and my silence as I was told my voice didn't count made it very hard for me to grow up. All of this made me very demotivated and anxious to try something new or go out. So when I discovered video games, I immediately fell in love with them. To be exact, when I discovered video games, I was 7 years old. At that time, I had not yet reached that point that made me want to play them every day. The problems I listed started to affect me. This was around the time I moved from elementary school to high school. I started playing more and more video games and going out less. The computer games made me forget about all the problems and made me happy. They made me feel useful and strong. I felt like my actions had meaning. These were things I needed at that time in my life and video games gave me that. And, some of the stories in those games taught me important things about life. Video games had a lot of positive impact on me, but also a negative one.

Negative:

Like I said, video games made me happy during that time, they made me feel useful and strong, like my actions had meaning, but it didn't fix my demotivation and fear of trying something new or spending time with people, it made it worse. I became very anti-social, only doing the bare minimum in school because I would rather play video games than do my schoolwork. I used to turn down my friends' invitations to go out because I wanted to play video games. I quit judo because I wanted more time to play computer games. It started to become an addiction instead of something fun. If I didn't play, I was annoyed all day and if the game I was playing wasn't fun, I still had to play it. I had to get better at it to feel useful. As a result, I missed out on a lot of opportunities and time/undertakings with friends.

Back in Time / Opinion:

If I could go back to that time in my life at this point in time, would I still have played video games? The answer is *yes*. Like today, I would still play video games, but there is one difference that I am able of now, and that is that I choose now. If I tell myself I'm not going to play video games for the next two weeks because I have to study for my tests, I can do that without a problem. If I could go back in time I would have told the ‘me’ from before to get better at playing video games, to accept my friends' invitations to go out, to focus on schoolwork, to continue with judo, and most importantly, to do the things I've always wanted to do, that video games aren't the only thing I'm good at, that there are plenty of other good things waiting for me. I think video games are a great thing, it's something to pass spare time with, you're introduced to incredible stories with beautiful messages about life and beautiful imagery and music, it's like a movie, except you control the main character. However, the thing is that once it becomes an addiction, as with everything in life, it harms you. There is a huge world of opportunity, friends, and beauty waiting for you. Don't let an addiction control your life or tell you what you can and can't do, it's your life, take control of it.

Personal experience report of a young woman of 18 years

**TikTok, Snapchat, Games and Co.**

Social media provides entertainment from a very young age. They offer a limitless access to everything and everyone who is connected to them.

For me as a 15-year-old girl, it was the opportunity to watch makeup tutorials and fashion videos on YouTube all day long. I wrote to people I didn't know on Snapchat and learned how to put on makeup along the way. I made acquaintances with many people my age in Luxembourg who shared interests with me and spent hours and hours.

After a little while, I started to get a little more confident on social media like Snapchat and Instagram. I therefore posted photos and videos of myself and my friends in my everyday life. This started in the morning when I woke up, snapping everyone to let them know I was awake, and ended at night before I went to bed so everyone knew I was out of touch. To create stories, I used the provided filters from each site to enhance my look. By doing so, I perfected the image that I gave of myself to the public. These mediums are known by all to always reflect back a corrected image of a person. But what does that mean when you always present an improved image of yourself, virtually flawless, on the internet in your everyday life? I have spent hours sharing photos that were edited with friends and especially strangers. In doing so, I was happy, almost proud of the virtual person I was pretending to be.

As the months and years went by using these mediums, my viewership numbers increased. Day by day, I received new users accessing my site and watching my stories. This is where the saying "With great power comes great responsibility" fits. I started putting pressure on myself to watch what I posted and who might see it. You create an online character that you identify with on the internet, a "me". In the beginning you try to create an avatar that is as similar to you as possible. But with the time she/he develops more and more to an ideal of the society to gain her/his place in a virtual world.

Then when you walk out the door in real life, go to school, or are out in public in general, you feel inferior. You feel like you're just a joke compared to the illusion you've created. You know you're known by everyone through the internet "me" as much more confident and much braver. You find exactly the same thing in games. In games you create an avatar. In games, for example, you have success, you have muscles, you look cool. You play a game with colleagues from school and you want to hide your quirks. Pressure builds up again. The inner dissatisfaction leads to fear. You want to let that anger out. You are afraid that others will bully you and you start to criticize the insecurities of others in order to distract from your own insecurities. You pick on others so you don't notice your own insecurities anymore. It ends up in the vicious cycle of living without self-awareness. Whether you become a perpetrator of bullying or a victim of bullying is a knife edge.

I've learned to accept the different realities and worlds because I'm confronted with them every day, in the evening while removing my makeup or living a perfect idealization of myself in a game or on the internet.

For me, I have developed a kind of daily therapy in make-up, to live out my creativity for an hour every day without a mobile phone or internet, product by product. Sometimes it happens that I put on makeup at 3 in the morning to get my mind off things. It's like a car ride to get a clear mind.

1. All human beings are equal and equal members of a community that encompasses all of humanity. [↑](#footnote-ref-1)
2. Alcino J. Silva, Director of the Integrative Center for Learning and Memory, University of California, Los Angeles, USA [↑](#footnote-ref-2)
3. Readers' comments: Parents should address children's problems and concerns and discuss them with positive and negative judgment along with finding solutions together. For this, mutual understanding and acceptance are important. [↑](#footnote-ref-3)