

# LESSON THREE

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**OBJECTIVE 1: RAISING AWARENESS OF SCREEN USE**

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## LESSON 3: Screens Displace Fun Activities

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### OBJECTIVE

- Students will realize they enjoy many different types of activities.
- Students will become familiar with some of the negative effects of excessive screen use.
- Students will create a class book.

### COMMON CORE STATE STANDARDS

- ENGLISH LANGUAGE ARTS
  - \* **CCSS.1.W.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - \* **CCSS.1.SL.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
  - \* **CCSS.1.SL.6** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

### LESSON OVERVIEW

- Students watch and discuss the DVD: *The Boring Life of Bored Children* (Length: 7 minutes)
- Students discuss activities they enjoy.
- Students use *Things We Enjoy* chart to create Class Book.
- Students discuss negative effects of excessive screen use.
- Students solve clues to reveal the *Mystery Message*.

### MATERIALS NEEDED

- Poster Paper (titled “*Things We Enjoy*”): 1 per class
- Optional: Markers to decorate “*The Things We Enjoy*” chart for use as a class poster
- Template for class book, Worksheet 3.4
- Word cards to complete the *Mystery Message*, Step 3.5

## PROCEDURE

### Step 3.1: Students Discuss Activities They Enjoy

#### \*CCSS.1.W.8

Show DVD: *The Boring Life of Bored Children*



- **Tell Students:** Think about all of the things the two children did in this video. Today we are going to talk about what we like to do for fun. As we share our examples we're going to write them on a chart. We're going to save the chart to use later in the year, so let's be sure to come up with some good ideas!

Teacher's Note: If desired, place a picture depicting the activities mentioned by the children. Examples: Photos, computer generated icons, teacher drawings, magazine clippings.

- **Ask Students:** Who wants to share fun things that you like to do?

*Examples/Prompts:*

- Where is your favorite place to go? Maybe someone's house or a vacation spot?
- What do you like to do with your best friend?
- What things do you like to do with your family during the weekend?
- What is the neatest thing you have ever made?
- What's the nicest thing you have done for someone?
- Do you like to cook or bake with your parents?
- What is your favorite thing to play outside?
- Do you like to play games?

Write the students' ideas on the *Things We Enjoy* chart.

- **Ask Students:** What made the activities on this chart so much fun? Do they make you feel a certain way? Do they make you feel happy? (Allow students to respond.)
- **Tell Students:** As you can see on this chart, there are a lot of fun things we like to do with our time. Notice that watching TV and playing video/computer games came up very little or not at all.

Teacher's Note: Comment only if true of your class. If screens were mentioned, be sure to highlight all of the other activities that came up. From this list we can see that what we enjoy most are activities that do not involve using screens.

### Step 3.2: Students List Negative Effects of Excessive Screen Use

- **Tell Students:** We talked about what we do when we are **not** using screens, so now let's talk about what happens when people **are** using screens. Did you know that the average child spends more time watching TV than going to school? The only thing that takes up more time is sleeping!
- **Ask Students:** How do you think using screens so much may affect someone's mind and body? Do you think they might miss out on lots of fun, like the things we listed on the chart earlier? (Allow students to respond.)

*Examples/Prompts:*

- Watching TV may make a person boring, since people aren't thinking much when they are watching television.
- A person who plays a lot of video games may not be as healthy as someone who doesn't play a lot of video games because they spend less time playing outside.
- Using a lot of screens might make someone get bad grades.
- Screen use leaves less time to spend with family and friends.
- Kids who spend a lot of time in front of screens at night might not get enough sleep.
- When people watch TV they aren't playing sports.
- People sometimes eat a lot of junk food when they are using screens.

- **Tell Students:** We're learning a lot about screen use! We've identified how much time we spend with screens and also some reasons why it's not good to spend a lot of time in front of screens.

### Step 3.3: Students Discuss Why People Spend So Much Time Using Screens

- **Tell Students:** People use screens for different reasons, and for different amounts of time. Today we've learned from our class chart that screen use takes time away from doing other more fun and productive things.
- **Ask Students:** Why do you think people spend so much time using screens even though it can have so many bad effects?

*Examples/Prompts:*

- People watch TV because they are bored.
- Sometimes people can't think of what else to do with their time, so they sit and play video games.
- People can become "screen zombies" or "couch potatoes" without realizing it.
- Some people become addicted and they want to watch more and more.

- **Tell Students:** Often people find themselves using screens without thinking. Since we are now more aware of screen use, we should all be able to catch ourselves if we ever feel as though we are "glued to a screen" in a zombie state.

- **Ask Students:** What should someone do if they feel they are becoming a zombie who is glued to a screen?

*Examples/Prompts:*

- Turn-Off the TV!
- Log off the computer.
- Turn off the Video Game!

### Step 3.4: Students Create a Class Book

#### \*CCSS.1.SL.5 & CCSS.1.SL.6

Using the chart made earlier, students will create a class book showing the activities they enjoy instead of using screens. Distribute Worksheet 3.4. Have each student write a response to the question: *Instead of using screens, what do you enjoy doing?*

Teacher's Note: Have students restate question in their response (e.g., Instead of using screens, I enjoy...). Students can then develop their response with details and examples.

Have students illustrate sentences and then compile into a class book and share.

### Step 3.5: Students Use "Clues" to Complete the *Mystery Message*

**MATERIALS:** Word cards and the *Mystery Message*. ("Turn Off the TV and Go Have Fun!")

- **Tell Students:** Today we have learned that TV can get in the way of fun activities. If people are watching TV, it means they are not doing some of their favorite things like being outside, reading a book, or spending time talking with their families. All a person has to do is turn off the TV and go have some fun!
- **Tell Students:** Now we're going to play a game and see if we can figure out a *Mystery Message*. I'll give you clues and see if you can think of the missing word. The message has eight words.

Name: \_\_\_\_\_

Instead of using screens, I enjoy . . .

Four sets of handwriting lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

## Mystery Message Clues

(Turn Off The TV and Go Have Fun)

**Tell Students:** Let's try to get the first word of the Mystery Message.

- 1<sup>st</sup> Word:** Watch me, and then tell me what you think I'm doing. (Turn completely around. Accept "**turning**" and tell children that "**turn**" is the first word of the mystery message.) Put the first word on the chart.
- 2<sup>nd</sup> Word:** Flip light switch "**off**". That's the second word.
- 3<sup>rd</sup> Word:** Write the word "**the**" on the board and ask if anyone knows the word. Chances are that someone will know it. If not, it is a word that does not have a meaning, so you can't act it out. It will be a "**free**" word in the mystery message.
- 4<sup>th</sup> Word:** Point to the television. Read together what you have so far. Praise the children for reading! Write the word "**TV**" on the chart.
- 5<sup>th</sup> Word:** Praise the children for doing so well and tell them the next word will be "**free!**" Add the word "**and**" to the chart.
- 6<sup>th</sup> Word:** What is the opposite of stop? Or finish the sentence, "Please let me \_\_\_\_\_ outside and play." Add the word "**go**" to the chart.
- 7<sup>th</sup> Word:** Tell children: You have to fill in the missing word in my sentence. Listen carefully. Pretend that my friend has a big candy bar. I say to my friend, "May I please \_\_\_\_\_ some?" Add the word "**have**" to the chart.
- 8<sup>th</sup> Word:** Playing a game is lots of \_\_\_\_\_! Add the final word "**fun**" to the chart. Have children read the mystery message together.

**Optional:** Decorate and use as your banner throughout the school year.

**Tell Students:** The next time we talk about TV it will be time to turn in your TV Logs, so be sure and bring them to class and be ready to talk about what you've learned!

Turn

Off

The

TV

And

Go

Have

Fun