

LESSON ONE

OBJECTIVE 1: RAISING AWARENESS OF SCREEN USE

LESSON 1: Awareness of Screen Use

OBJECTIVE

- Students will become aware of time spent in front of a screen.
- Students will make a tally chart to see how much time the class spends watching screens.

COMMON CORE STATE STANDARDS

- ENGLISH LANGUAGE ARTS
 - * **CCSS.2.W.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

LESSON OVERVIEW

- Students tally the amount of screens they watched yesterday.
- Teacher creates a tally chart of the time the class spent watching screens.
- Students discuss chart and viewing habits.
- Create bar graph.
- Create a class paragraph summarizing information from the class graph.

MATERIALS NEEDED

- Screen Pictures for tally chart, Step 1.2
- Screens Watched Yesterday Worksheet 1.2: 1 per class (optional)
- Screens Used Yesterday graph Worksheet 1.3: Overhead or 1 per student (Teachers choice)
- Four Square Worksheet 1.4 – Overhead or 1 per student (Teachers choice)



Family Newsletter

Distribute Issue One of the *Take the Challenge* * *Take Charge* Family Newsletter.

PROCEDURE

Step 1.1: Teacher Directed Discussion about the Hoursof Time Spent Using Screens

- **Tell Students:** Throughout the year we will be learning how watching television, videotapes, DVDs, and playing video/computer games affect our lives. First, we're going to become aware of our screen use.
- **Ask Students:** Who knows how much time you spend in front of the TV everyday? Do you think you spend a lot of time watching TV, videotapes, DVDs, and playing video/computer games? Do any of your parents limit the amount of time you spend in front of the TV?

Allow several students to share their responses.

Teacher's Note: This exercise involves students recalling the amount of "screen use" the day before the lesson. Therefore, try to hold the lesson following a day you feel is representative of their average viewing habits.

Examples/Prompts:

- Did you watch TV before school yesterday?
- Did you turn on the television when you got home from school yesterday?
- What about shows you have watched with your family during or after dinner?
- Did you watch any videotapes or DVDs, or play any video or computer games?

Step 1.2: Tally Chart of Student Screen Viewing

Teacher posts individual pictures (TV, DVDs, video/computer games) and tapes them on the blackboard. Use pictures Step 1.2

Screens Used Yesterday



- **Tell Students:** You will be called to place tally marks under each picture that applies to your screen use yesterday.

Students are called to put a tally under each picture heading that applies to their screen use. Example: If a student watched TV yesterday, one tally is put under the TV picture.

Teacher's Note: Another option for this activity is to use Worksheet 1.2 on a document camera or overhead when recording class tally marks.

Step 1.3: Teacher and Class Complete the Screens Used Yesterday Graph

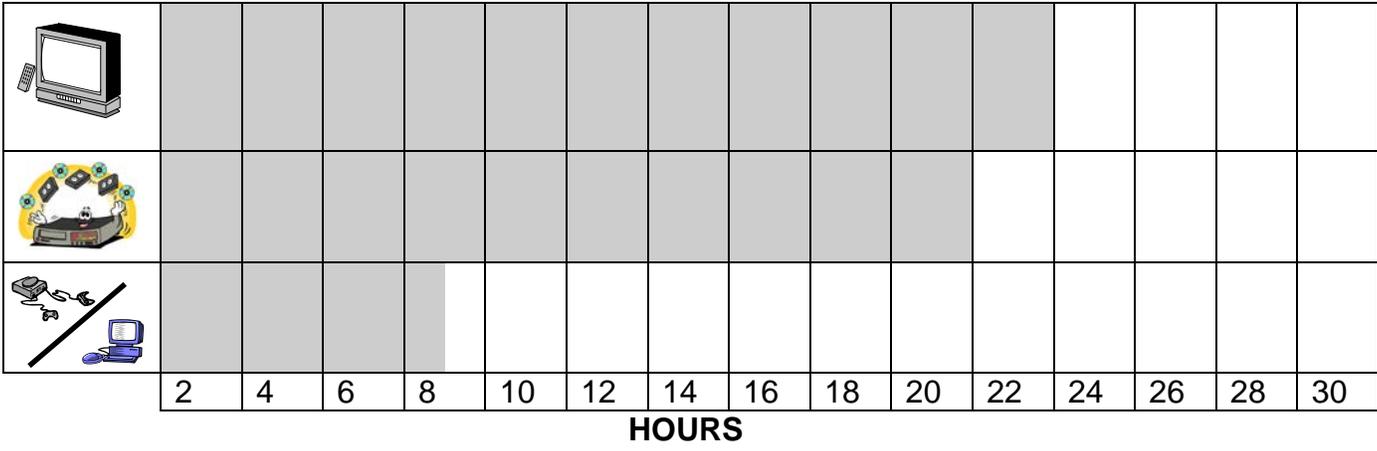
Teacher's Note: this graph can be done as a whole group on an overhead or as individual student graphs..

- **Tell Students:** Now we're going to complete a bar graph Worksheet 1.3 to show our screen use yesterday. We will count the total number of tally marks in each column and record the number on our class graph.

Now, Let's convert all our tally marks to time and see what our total screen use was yesterday.

Key:
 TV = ½ hour Video or Computer Games = ½ hour
 VCR/DVD = 1 hour

Screens Used Yesterday (estimated)
 Day of Week: _____



Step 1.4: Students Discuss Results and Class Writes a Paragraph

***CCSS.2.W.2**

Teacher's Note: This lesson is written to be used as a whole group demonstration. If your students are familiar with 4-square writing this step can be done s individual student writings.

- **Tell Students:** We are going to be creating a class paragraph to summarize the finding about our class graph.
- **Tell Students:** I will teach you how to use this graphic organizer called a 4-square, to help us write a paragraph.

Display the 4-square graphic organizer on an overhead or document camera.

Tell Students: In the middle box I will write a topic sentence/main idea. Our paragraph will summarize the findings about our screen use yesterday. As a group, let's brainstorm some possible topic sentences. (Record student responses.)

Examples:

- Our graph taught us about our screen time.
- Yesterday our class spent a lot of time in front of screens.

- **Tell Students:** Let's choose one of these examples for our topic sentence. Now I will write it in the center box of the 4-square graphic organizer.

We will choose three facts from our graph to help us support our topic sentence with details. As a group, let's look at our graph and brainstorm some facts about our graph. (Record student responses.)

Examples:

- We watched 26 hours of TV.
- Our class watched 24 hours of movies.
- We spent less time playing video games than anything else.

- **Tell Students:** Now let's choose three facts, and turn each fact into a sentence using details. I will write each detail sentence on the graphic organizer.
- **Tell Students:** The remaining square is for our closing paragraph sentence. Our closing sentence should sum up our main idea. We will add a feeling statement to help close out our paragraph.
- **Tell Students:** I will now transfer the sentences from our 4-square graphic organizer to a piece of paper to form a proper paragraph.

Detail Sentence We watched 26 hours of television.	Detail Sentence Students watched 24 hours of movies.
Topic Sentence Our graph taught us about our screen time.	
Detail Sentence We spent less time playing video games than anything else.	Closing Sentence1 Our class spent a lot of time with screens!

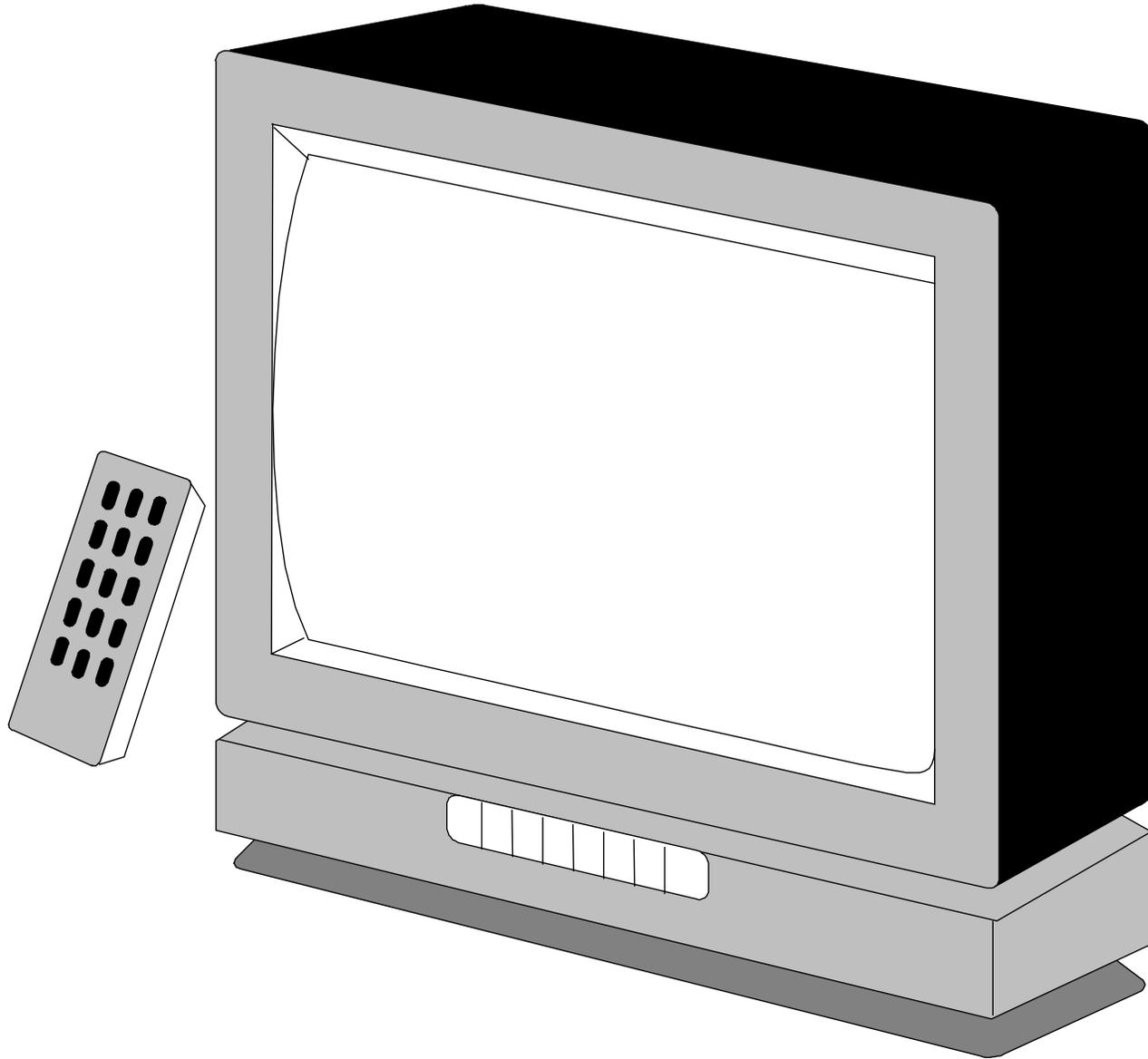
Paragraph Example:

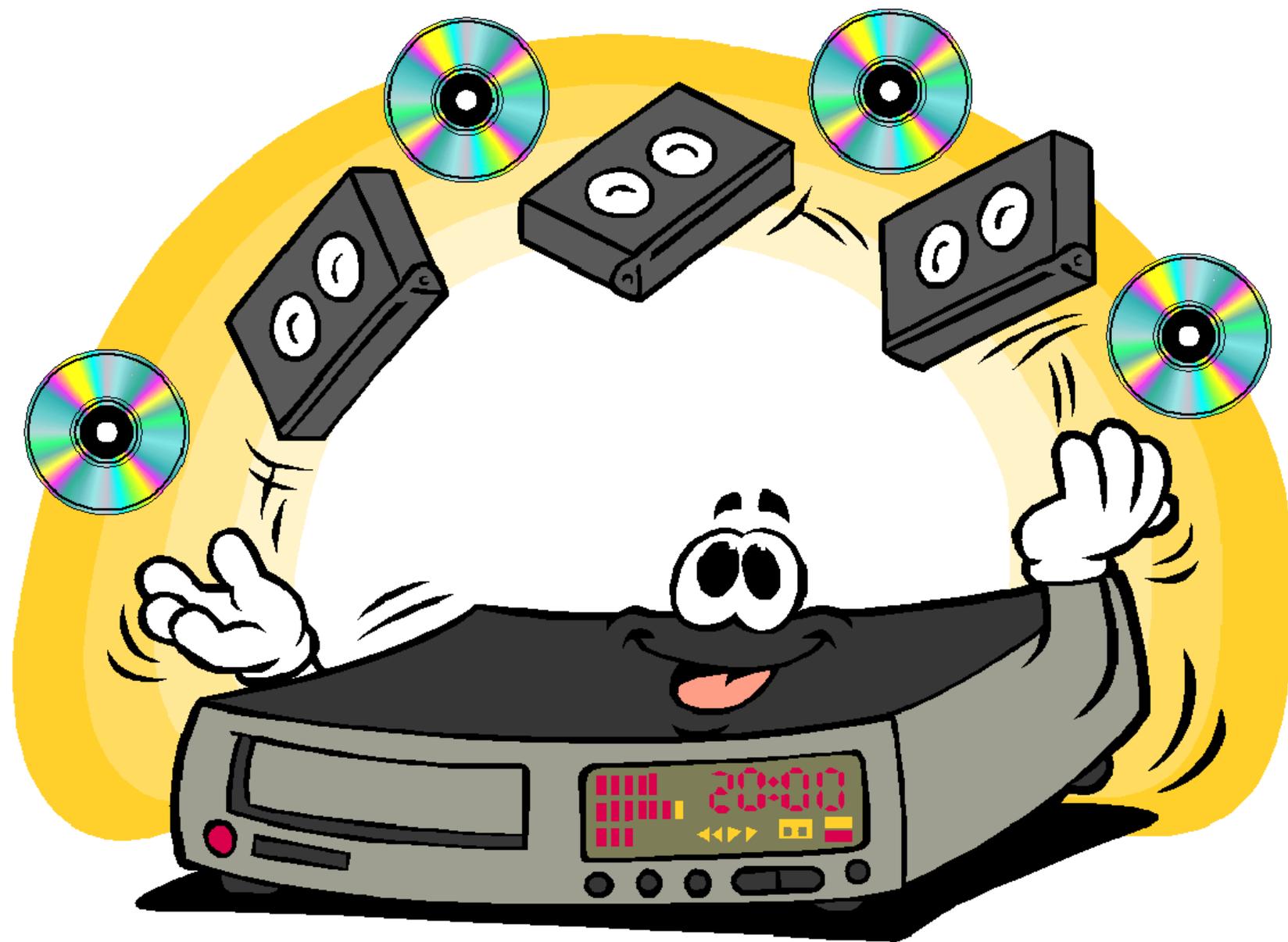
Our graph taught us about our screen time. We watched 26 hours of TV. Students watched 24 hours of movies. We spent less time playing video games than anything else. Our class spent a lot of time with screens!

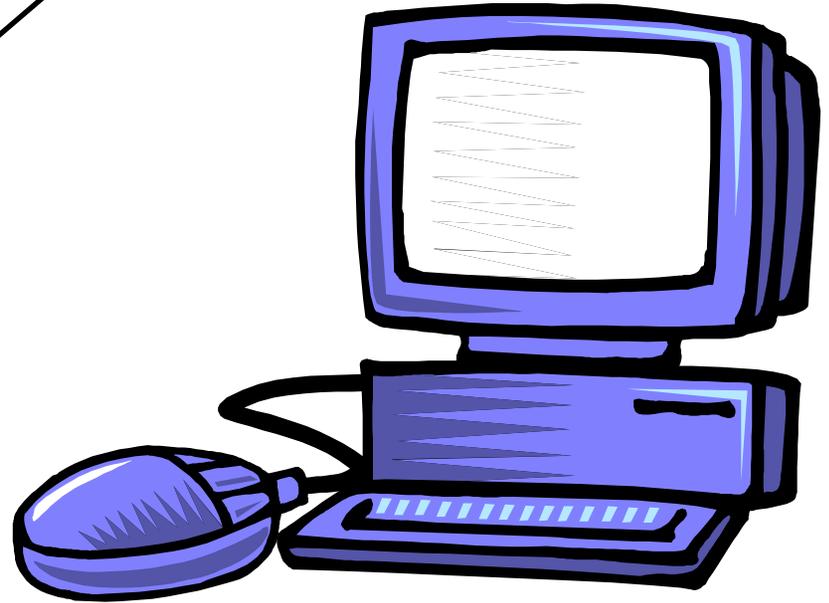
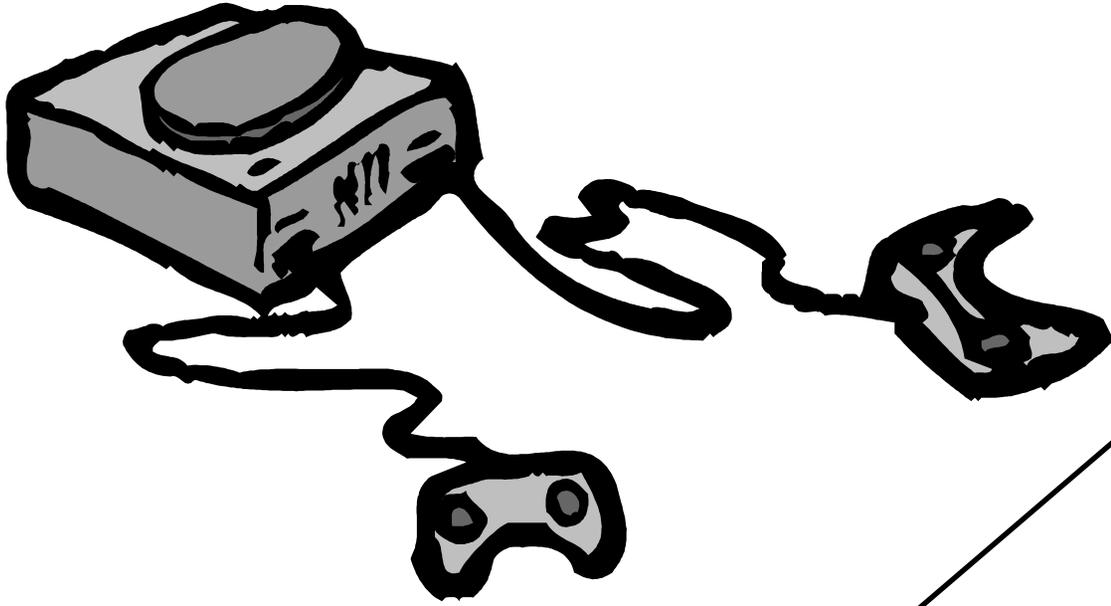
Optional Activities

- Students could type the paragraph on the computer and print them.
- Students could illustrate the paragraph and hang them up for display.

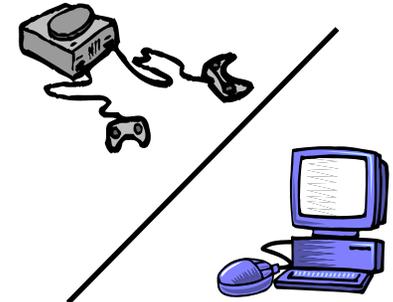
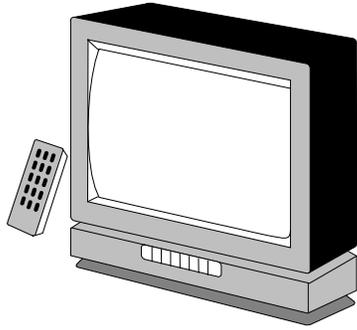
STEP 1.2







Screens Watched Yesterday



Screens Used Yesterday

Day of Week: _____

	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	
	HOURS															

NAME: _____

DATE: _____

Detail Sentence	Detail Sentence
Detail Sentence	Topic Sentence
Closing Sentence	



Family Newsletter - Issue One

Welcome to the first issue of *Take the Challenge*Take Charge* family newsletter!

Your child will be participating in the media awareness and screen turn-off program called *Take the Challenge*Take Charge*. Originally developed by Stanford University, these lessons have been adapted by a core group of teachers to be grade level appropriate. This program includes lessons in reading, writing, social studies and mathematics that will help students understand the issues that arise from spending too much time watching TV and using screens.

The goal of these lessons is to help kids make better choices. The main objective is to reduce the amount of time children spend watching television and playing computer/video games and to replace that time with positive, healthy, family friendly alternatives.

As parents you may wonder what impact excessive screen use may have on your child. Research shows:

- Students who watch less TV are more able to pay attention and follow directions resulting in better academic performance.
- Playing violent computer/video games and watching violent television shows/movies makes children more aggressive and teaches them that violence is a way to solve problems.
- Spending too much time watching TV and playing computer/video games can make kids less fit and overweight.

Over the next few weeks your child will be participating in several *Take the Challenge * Take Charge* activities. These activities will help your child become aware of his/her electronic media habits. Please join us as we take the challenge and take charge.

Scary Statistics



- ✓ On average, children 8 years and older spend 44.5 hours each week using screens.
- ✓ 46% of all television violence is aired in children's cartoons.
- ✓ Most of the top-selling video games (89%) contain violent content, almost half of which is of a serious nature.
- ✓ By the time the average child is 18 years old, they will have witnessed 200,000 acts of violence and 16,000 murders.