

LESSON ONE

OBJECTIVE 1: RAISING AWARENESS OF SCREEN USE

LESSON 1: Awareness of Screen Use Yesterday

OBJECTIVE

- Students will become aware of how much time spent in front of a screen. (Including...TV, videotapes, DVDs, and video games.)
- Students will create graphs to see how much time the class spends watching screens. (At the end of the year, students will reflect upon this graph and look for reductions in screen viewing.)

COMMON CORE STATE STANDARDS

- MATHEMATICS
 - * **CCSS.3.NF.1** Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
 - * **CCSS.3.G.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.

LESSON OVERVIEW

- Students decipher word scramble.
- Students calculate the amount of screen time yesterday.
- Students create graphs of the time the class spent watching screens.
- Students discuss graphs and viewing habits.

MATERIALS NEEDED

- *How Much Screen Time Yesterday?* Worksheet 1.2: 1 per student
- *How Much Screen Time Yesterday?* Overhead worksheet
- *Time Spent Watching Screens* graph Worksheet 1.4: 1 per class
- Sticker dots



Family Newsletter

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

PROCEDURE



Step 1.1: Students Decipher Word Scramble

- Write the following word scramble on the board:

NEEVOSITIL

- **Ask Students:** Who can tell us what this scrambled word is?

Examples/Prompts:

- It runs on electricity
- Almost every house has one
- It is shaped like a box

Allow students to respond. **[Note: The answer is TELEVISION]**

- **Tell Students:** Now we are going to practice writing different types of sentences. First, let's review the four different types of sentences. I will give you examples: (display the following sentences on the overhead project or the whiteboard and review each).

Question – Do you have a television in your bedroom?

Statement – I like to watch television after school.

Command – Bring me the remote control for the television set.

Exclamation – Turn that television set off!

- **Ask Students:** Who would like to try giving me a question sentence with the word "television" in it?a statement?a command?an exclamation?

Allow students to share their responses. You may choose to write the sentences on the board/overhead as they are given.

- **Tell Students:** Throughout the year we will be learning how watching television, videotapes, DVDs and computer games affect our lives. First, we're going to figure out how much time we spend in front of screens.

Step 1.2: Students Learn to Count Hours of Screen Time

- **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 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.

- **Ask Students:** Do you know how long most television shows last? Do you know the difference between a show that lasts an hour and a show that lasts half an hour? Do you ever think about how much time you spend playing computer or video games, or watching DVDs?

Teacher's Note: If some students understand the difference between a show that lasts an hour and a show that lasts half an hour, ask them to explain and give examples to their classmates. For example, most cartoons and animated shows are half an hour. Be careful not to let the class get off track discussing their favorite TV shows.

Teacher's Note: This exercise involves students recalling the amount of television they watched the day before the lesson. Therefore, try to hold the lesson following a day you feel is representative of their average viewing habits. For example, don't hold the lesson the day after Halloween, when many children will have been busy outside of the house.

- **Tell Students:** In a minute you are going to record your screen use. Distribute Worksheet 1.2 *How Much Screen Time Yesterday?*
- **Ask Students:** First, who would like to share with the class a TV program they watched yesterday? We will do an example together on the overhead. (Worksheet: *How Much Screen Time Yesterday?*)

Examples/Prompts:

- Did you watch TV before school yesterday?
- Is there a show you watch everyday?
- Did you turn on the television when you got home from school?
- What about shows you have watched with your family during or after dinner?
- Did the show last an hour or a half hour?

Teacher's Note: Follow the same procedure for other screen use. As a title is given, the teacher puts an X under the correct column on the table shown on the transparency. Those students who watched that same program put an X on their worksheet. Continue to do worksheets independently.

Step 1.3: Students Complete *How Much Screen Time Did I Watch Yesterday?*

***CCSS.3.NF.1 & CCSS.3.G.2**

Distribute the sticker dots to be used to complete the worksheet. Some sticker dots need to be cut in half. Optional: Students can draw circles and half circles instead of using sticker dots.

- **Tell Students:** Using the information from the TV viewing table, add the sticker dots to your worksheet. For each show that was an hour, add one sticker to the TV screen. If you watched a half hour show yesterday, put a half sticker on the screen. Two half stickers together form a circle, which represents one hour. Include time spent viewing videotapes, DVDs, or video and computer games.
- **Tell Students:** Once you have finished adding the stickers to your worksheet, count how many complete circles you have formed. If there is one half sticker left over, your number will be however many complete circles plus one half. Write your total number in the space on the bottom of your worksheet.

Step 1.5: Students Discuss Graph Results

- **Ask Students:** What does this graph show about our screen viewing as a class?
- **Tell Students:** Let's add the totals to find the number of hours of screen time we watched as a class.

Teacher's Note: Display these Examples/Prompts on the board/overhead:

Examples/Prompts:

- What was the least amount of viewing time yesterday?
- What was the greatest amount of viewing time yesterday?
- How much time did most students in this class spend in front of a screen?
- What was the total screen time for our class?

- **Tell Students:** Today we are going to practice the skill of restating while answering a question.

Teacher's Note: If this skill has not been previously taught, then you will have to spend a few minutes on a mini-lesson. Example:

- What did you do after school yesterday?
- Yesterday, after school I _____.
- What did you have for dinner last night?
- I had _____ for dinner last night.

- **Ask Students:** Who would like to be the first to come up and demonstrate how we can restate the first question?

Allow student volunteers to come to the front of the room to demonstrate the process for restating the question.

- **Ask Students:** We are going to record this total amount on the graph and compare it with the amount of screen time at the end of the school year.

Name: _____

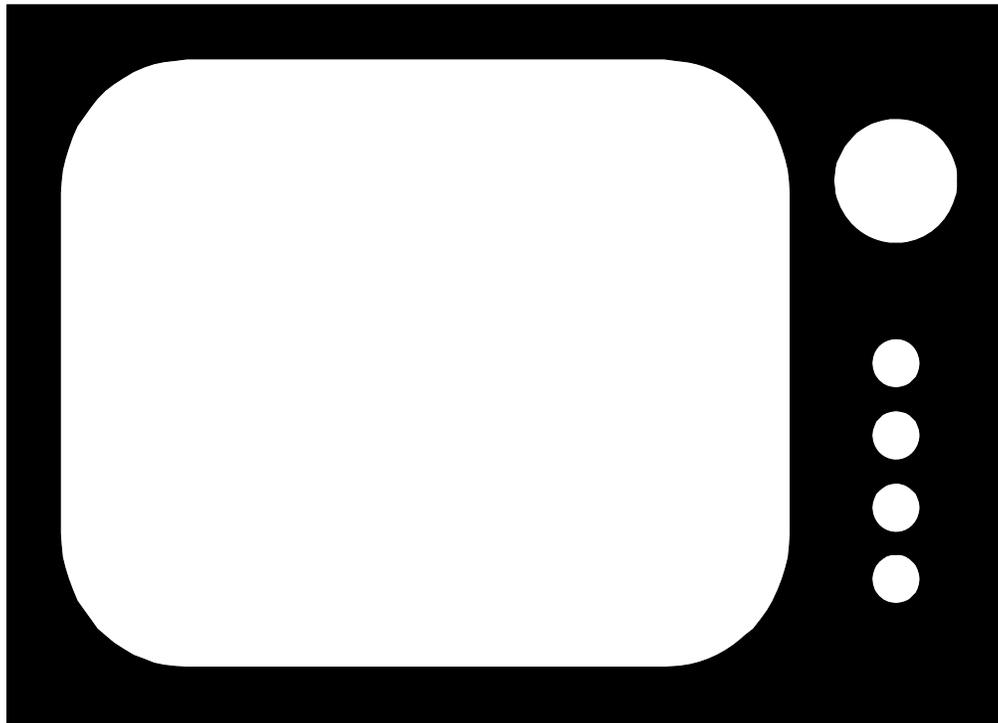
Directions: Put an X under the correct column depending on the length of screen time.

HOW MUCH SCREEN TIME YESTERDAY?

SCREEN VIEWING TABLE

One Hour	Half Hour
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Directions: Using the information from the screen viewing table above, add the sticker dots to the screen.



This is how many hours of screen time I spent yesterday. _____ hours.

As a Class We Watched _____ Hours of Screen Time on _____
 (Estimated) (Date)

NUMBER OF STUDENTS

12											
11											
10											
9											
8											
7											
6											
5											
4											
3											
2											
1											
	0 hours	½ hours	1 hours	1 ½ hours	2 hours	2 ½ hours	3 hours	3 ½ hours	4 hours	4 ½ hours	5+ hours

TIME SPENT WATCHING SCREENS



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.