

# LESSON TWELVE

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**OBJECTIVE 3: STAYING IN CONTROL**

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## LESSON 12: Alternatives to Watching Screens

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### OBJECTIVE

- Students will think of alternative activities to watching television by creating their own ending to a story about TV.

### COMMON CORE STATE STANDARDS

- ENGLISH LANGUAGE ARTS
  - \* **CCSS.3.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - \* **CCSS.3.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

### LESSON OVERVIEW

- Students read the first part of a book that relates to the idea of limiting screen use.
- Students create their own story endings and read them to the rest of the class.
- Students discuss ways to help other people watch less TV.

### MATERIALS NEEDED

- *Create Your Own Ending Worksheet 12.3*: 1 per student
- Suggested Books that could be used for this lesson.

Bernstain Bears and Too Much TV, by Stan and Jan Bernstain

Momma Rex and T Turn Off the TV, by Rachel Vail

Fred's TV, by Clive Dobson

Aunt Chip and the Great Triple Creek Dam Affair, by Patricia Polacco

Teacher's Note: A book and website resource is included at the end of this lesson.



### Family Newsletter

Distribute Issue Four of the *Take the Challenge* ★ *Take Charge* Family Newsletter.

## PROCEDURE

### Step 12.1: Introduce Book Selection

- **Tell Students:** Today I am going to read a book.

Show students the cover and title of the book.

- **Ask Students:** By looking at the cover of this book, what do you think it's about?

Allow students to respond.

- **Tell Students:** You have some good ideas. Now we're going to begin reading the book to see what it is really about.

### Step 12.2: Students Listen to Book Selection

Begin reading. Stop at an appropriate place in the story so the students can write their own ending.

Teacher's Note: It may be helpful to bookmark this page in advance.

- **Tell Students:** I'm going to stop reading now so we can talk a little about the book.

Teacher's Note: Have the students summarize what has happened up to this point in the story.

### Step 12.3: Students Create Ending to Story

**\*CCSS.3.W.3 & CCSS3.W.4**

Distribute Worksheet 12.3

- **Tell Students:** You are going to practice being authors now! Each one of you will create your own ending of the story. Try to think of things kids might like to do instead of watching screens. Think about what we've been talking about in class. Your ending to the story can include all sorts of great ideas about what can happen while the television is turned off. Remember you're writing a story, not making a list. Make it realistic, like something that could really happen.



**Pair-Share:** *If desired, instead of writing stories individually, students can write them together. Or, they can break into pairs to brainstorm ideas, then write their own story endings independently.*

### Step 12.4: Students Share Story Endings

- **Ask Students:** Who would like to share their story ending with the class?

Invite as many students as possible to read their endings to the rest of the class.

- **Tell Students:** All of you have done a great job writing new endings to the story. It's neat to think about all the fun things we can do when we are screen free. Hopefully, some of the ideas you came up with and heard about today will be helpful in your own lives. Maybe the next time you find yourself glued to the tube, you will think of the fun things you could be doing instead.

Teacher's Note: After reading the actual ending of the book selection, be sure to ask students what they think of the author's choices.

- **Tell Students:** I hope you are all successful with the Screen Budget! Don't forget to have your Budget Slip signed by one of your parents this week.



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

# Create Your Own Ending

\_\_\_\_\_   
 Book Title

Write your story ending here:

A large rectangular writing area enclosed in a thick, hand-drawn border with a wood-grain texture. Inside the border, there are 15 horizontal lines for writing, each consisting of a solid top line, a dashed midline, and a solid bottom line. At the bottom of the writing area, there are two small, simple drawings: a pencil on the left and a rectangular object with four dots on the right.



## Family Newsletter - Issue Four

### CONGRATULATIONS!

The *Take the Challenge* \**Take Charge* program has been a great success both in and out of the classroom. Thanks to all the families and students who have worked hard this year to spend less time using screens; we hope you found that budgeting screen time left room in your day for the many rewarding and beneficial activities life can offer. We encourage you to continue budgeting your screen time.

It would be pretty unrealistic to throw the television and video games out the window. What would be realistic is to figure out where screens fit into your family's life and turn them on then -- and only then.

Because it is easy to fall back into old habits, sticking to a screen budget requires careful time management skills and self-control. Planned screen-use and screen budgeting go hand-in-hand. The idea is to actively plan when and how your family will use screens.

You can help your child stick to the weekly budget by working together to plan his/her screen use.

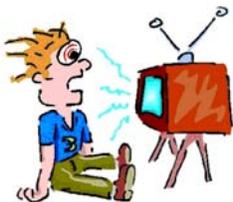
Some suggestions include:

- designating certain times throughout the day when screens should be turned off such as meal time or in the evening before homework has been finished.
- helping your child choose video games and television shows that are appropriate and worthwhile.
- making a visual schedule to show selected screen activities.

Planning a budget can have short and long term benefits. Since screen time is planned each week, there isn't time for your child to "zone out" in front of screens. Instead, your child will learn to use screens with a purpose. You can share your values and interests with your child by guiding him/her toward programs and video games you like and support. Asking your child to create a visual schedule will give him/her experience with time management. This sort of planning skill will be useful throughout your child's life.

Remember to turn screens off and turn life on!!

### Noteworthy News



- ✓ A steady diet of violent content over time creates a culture that tells kids that violence is the accepted way we solve our problems.
- ✓ Not every child who watches a lot of violence or plays a lot of violent games will grow up to be violent. Other forces must converge. But just as every cigarette increases the chance that someday you will get lung cancer, every exposure to violence increases the chances that someday a child will behave more violently than they otherwise would.

## Helpful Resources

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Many of the books listed below can be used in Lesson 12, or as an additional reading exercise.

### BOOKS FOR STUDENTS

*The Bernstein Bears and Too Much TV*, by Stan & Jan Bernstein. (ISBN: 0-394-86570-7 New York: Random House, 1984.)

*Mouse TV*, by Matt Novak. (ISBN: 0-531-06856-0 New York: Orchard Books, 1994.)

*Aunt Chip and the Great Triple Creek Dam Affair*, by Patricia Polacco. (ISBN: 0-399-22943-4 New York: Philomel Books, 1996.)

*The Wretched Stone*, by Chris Van Allsburg. (ISBN: 0-395-53307-4 New York: Houghton Mifflin Co, 1991.)

These books can be used for activity ideas for the classroom or the home.

### BOOKS FOR PARENTS AND TEACHERS

*365 TV-Free Activities You Can Do With Your Child*, by Steve & Ruth Bennett. (ISBN: 1-558-50585-7 Avon, MA: Adams Media Corporation, 1996.)

*365 Outdoor Activities You Can Do With Your Child*, by Steve & Ruth Bennett. (ISBN: 1-558-50260-2 Avon, MA: Adams Media Corporation, 1993.)

*Unplugging the Plug-In Drug*, by Marie Winn. (ISBN: 0-14-008895-4 New York: Penguin Books, 1987.)

### ON THE WORLD WIDE WEB

A National TV Turn-Off Week is organized every April by TV-Free America.

[www.tvfa.org](http://www.tvfa.org)

### HOW TO GET A TV ALLOWANCE®

A TV Allowance® is a simple electronic device that you hook up to your television. The TV Allowance® turns your TV set off once the TV has been on for a specified amount of time. If you or your students' parents are interested in buying a TV Allowance®, contact:

TV Allowance [www.tvallowance.com](http://www.tvallowance.com)  
5605 SW 74<sup>th</sup> St  
South Miami, FL 33143  
[allowtv@aol.com](mailto:allowtv@aol.com)

1-800-231-4410      1-305-669-4365  
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