

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 they spend watching a screen.
- § Students will use data to calculate the range, mode, median, and mean of time spent in front of a screen.
- § Students will use data to reflect on individual and class time in front of a screen.

LESSON OVERVIEW

- § Students play a charades game (anticipatory set).
- § Students calculate the amount of screen time they watched yesterday.
- § Students use data to calculate range, median, mode, and mean.
- § Students discuss data and viewing habits.

MATERIALS NEEDED

- Cards for charades game - Step 1.1: 1 per class
- How Much Screen Time Did I Watch Yesterday? Worksheet 1.2: 1 per student and 1 teacher overhead
- Screen time analysis Worksheet 1.4: 1 per student and 1 teacher overhead



Family Newsletter

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

PROCEDURE

Step 1.1: Students Play Word Charades Game

Cut out and distribute (put in hat and pick) charade cards from Step 1.1

One student acts out the activity on the card and other students guess the activity. Use some or all of the activity cards provided in this anticipatory activity.

Congratulate students on their performances and great guessing ability.

- **Tell Students:** We observed some activities that we can enjoy doing in our free time, but for the rest of this lesson, I want you to focus on the amount of time you spent in front of a screen yesterday. Screen time includes: television, movie watching, computer time, and video games.

Step 1.2: Students Learn to Count Hours of Screen Time Watched

- **Ask Students:** Who knows how much time you spend in front of a screen everyday? Do you think you spend a lot of time in front of a screen? Do any of your parents limit the amount of time you spend in front of a screen?

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?

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 screen time they spent 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 the hours of screen time you spent yesterday on a Worksheet 1.2. (Students will be asked to calculate total screen time by the $\frac{1}{2}$ hour.)
- **Ask Students:** First, who would like to share with the class a TV program they watched yesterday so we can do an example together on the overhead?

Examples/Prompts:

- Did you spend time in front of a screen before school yesterday?
- Is there a show you watch everyday?
- Did you turn on the television, use a computer, or play video games when you got home from school?
- What about screen time you spent with your family during or after dinner?

As a class, determine the length of each show mentioned and practice using the *How Much Screen Time Did I Watch Yesterday?* worksheet together using the teacher overhead.

Step 1.3: Students Complete “Screen Time Yesterday” Worksheet

- **Tell Students:** Now that we have practiced together you can figure out how much screen time you spent yesterday.

Distribute the *Screen Time Yesterday* worksheet.

Step 1.4: Students Complete Screen Time Analysis Worksheet

- **Tell Students:** Each of you will now be asked to share the amount of time you spent watching screens. We will complete a list of data on our Screen Time Analysis Worksheet 1.4.
- **Ask Students:** How many students watched zero amount of screen time? (Record a zero on the “List of Data” for each student.) Continue this process until all students have responded and the “List of Data” is complete from least to greatest. Continue the worksheet by finding the range, median, mode, and mean for the data given.

Teacher’s Note: Record $\frac{1}{2}$ hour times with fractions and round mean off to the nearest tenth.

Step 1.5: Students Discuss Data Results

- **Ask Students:** What does this information show about how much screen time we watch as a class?

Examples/Prompts:

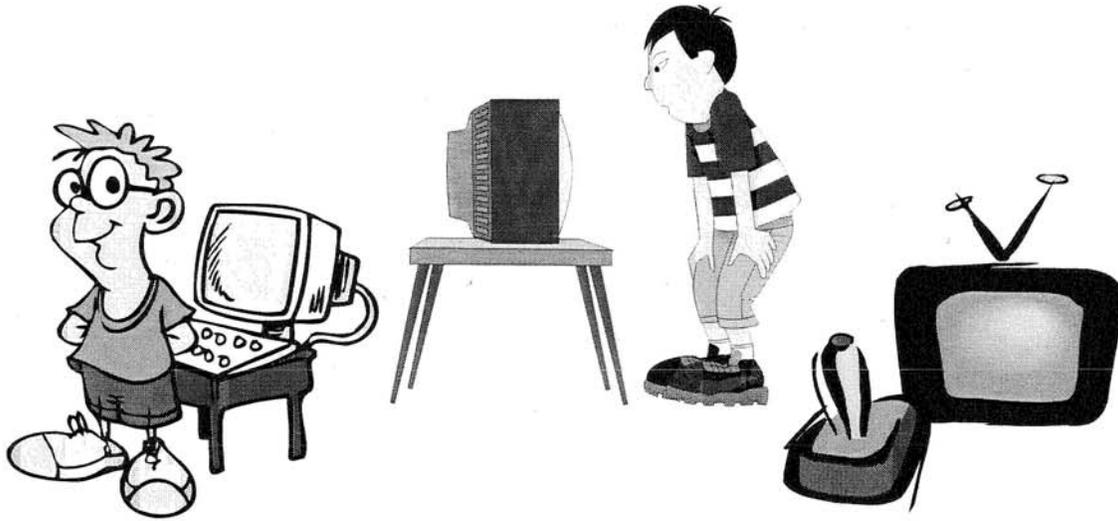
- What was the least amount of screen time watched yesterday?
- What was the greatest amount of screen time watched yesterday?
- How much time did most students in this class spend watching a screen? (mode)
- What was the average time our class spent in front of a screen? (mean)
- Did anyone watch more than 5 hours yesterday?
- Do you know how many hours the class spent watching a screen yesterday?
- How many of you didn’t watch any screens yesterday?

STEP 1.1

Jogging	Eating Spaghetti	Speed Skating
Rodeo Bull Rider	Writing a Letter	Bowling
Football Quarterback	Cheerleader	Mad Scientist

STEP 1.1

Making Your Bed	Playing Dodge Ball	Petting a Bunny
Skipping Rocks	Coloring	Watching a Movie
Sledding	Skateboarding	Jumping Rope



How much screen time did I spend yesterday?

Write down the screen time you spent yesterday and how long you spent on each session - ½ hour, 1 hour, 1½ hours, 2 hours, etc.

TV show, Video Game, DVD, Video...

How Long

Total number of hours

SCREEN TIME ANALYSIS	
<u>List of Data</u>	<u>Range</u> (greatest minus least)
	<u>Median</u> (middle number in list of data)
	<u>Mode</u> (data that occurs more than once)
	<u>Mean (Average)</u> (Add total of all numbers and divide by the amount of numbers given. Example: 60 hours of screen time ÷ 20 students = average of 3 hours screen time)



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.

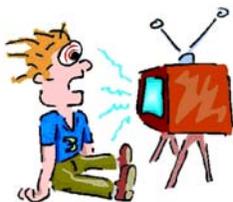
The goal of these lessons is to help kids make better choices. The main objective is to reduce the amount of time children spend watching television and playing computer/video games and to replace that time with positive, healthy, family friendly alternatives.

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.