

LESSON TWELVE

OBJECTIVE 3: STAYING IN CONTROL

LESSON 12: Reading to Get the Message

OBJECTIVE

- Students will read a story related to the theme of “Take the Challenge ★ Take Charge, Turn Screens Off...Turn Life On!.

LESSON OVERVIEW

- This lesson can be done out of sequence any time after the Screen-Free Challenge.
- The lesson is designed to continue to reinforce the idea of budgeting screen time.

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| <ul style="list-style-type: none">• Students will listen to a story and develop questions to interview characters in the story.• Students develop questions for story characters. |
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MATERIALS NEEDED

- Suggested Book: *Aunt Chip and the Great Triple Creek Dam Affair*, by Patricia Polacco, ISBN# 0-399-22943-4: 1 per class

Optional Books

- Fred’s TV, by Clive Dobson, ISBN# 0-920668-59-3
- When the TV Broke, by Harriet Ziefert
- Mouse TV, by Matt Novak



<h4>Family Newsletter</h4>

Distribute Issue Four of the <i>Take the Challenge ★ Take Charge</i> Family Newsletter.

PROCEDURE

Step 12.1: Teacher Reads Aloud

- **Ask Students:** Look at the book title and the cover. What do you think this story will be about?

Read the story aloud to the group.

Step 12.2: Question the Main Characters

- **Tell Students:** Think of the character in the story. Pick two characters in the story and write three questions that you would like to ask each character.

Step 12.3: Share Questions with the Class

- **Ask Students:** Who would like to share their questions that they wrote with the class?

Optional Activities:

- English: Write the questions and make up answers like an interview. Write the interview using proper dialog form with quotations marks.
- Write the interview as a newspaper article.
- Have the students make fake microphones and have pairs conduct mock TV news interviews with the story characters.

Aunt Chip and the Great Triple Creek Dam Affair

PATRICIA POLACCO





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.