



HS LESSON 12: Take the Challenge & Take Charge of Media Use

LESSON DESCRIPTION: In this lesson, students will begin to create an individual media use plan that includes goals and strategies. They will read about surprising media recommendations from Tech Gurus including Steve Jobs. Students will record and graph their media use before and during the Media Challenge.

FOCUS QUESTIONS: How do students in the digital age take charge of their media habits in order to optimize their health, learning, and happiness?

OBJECTIVES: Students will:

- read about recommendations from both Tech Gurus and Medical Research Scientists.
- identify their media profile.
- develop a media plan that includes a screen free “detox” followed by creating a media budget plan in lesson 18.

Core State Standards

CCSS.ELA-Literacy.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

CCSS.ELA-Literacy.WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research

LENGTH OF LESSON: Two days before *The Challenge* and one day after with 15 minutes a day during *The Challenge*. (We recommend 1 full week beginning on a Monday or Tuesday.)

MATERIALS NEEDED:

- HANDOUT 1: Taking Charge Of Your Media Habits
- HANDOUT 2: What are your life goals?
- HANDOUT 3: How do you currently use media entertainment?
- HANDOUT 4: Media Budget – Why & How?
- HANDOUT 5: Action Plan
- HANDOUT 6: Record your progress

PROCEDURE:

Activity 12.1: Students read HANDOUT 1: Taking Charge Of Your Media Habits. They discuss the graph on “Wages and Education Level” as well the article about “Tech Gurus” budgeting their own children’s use of technology.

1. Students read HANDOUT 1: Taking Charge of Your Media Habits. They underline the parts they find the most interesting or surprising. Have students share what they underlined with a partner and then ask for volunteers to share with the class.
2. **ASK STUDENTS:** Why do you think some technology executives, who may be very wealthy from selling technology products and games, would limit their own children’s technology use?

Activity 12.2: Students identify their life goals.

1. Distribute HANDOUT 2: What are your life goals? Read the first paragraph.

TELL STUDENTS: You will turn in this handout but you do not have to share your goals with other students although I’d encourage you to share your goals with family, friends, and teachers. Your goals may change as you get older but the clearer you are about your goals the greater chance of achieving them.

2. Give students examples of each goal category using your own life. For example, “When I was in high school I was interested in 3 careers: a physical therapist, a pilot, or teacher. I had a class in high school where I worked with an elementary school class and decided my top career goal was being a teacher.
3. Have students fill out each goal category before you give your next example. (There are also examples given on the Handout).

Teacher’s Note: Research has shown that goal setting is important in motivating students as well as helping students connect present behaviors to future success.

Activity 12.3: Students will identify media entertainment and then use the form to collect data on their media use.

1. **ASK STUDENTS:** What is media entertainment? Is using a Smart Phone media entertainment?

Have a discussion and write their ideas on chart paper or a white board. Have the class come to consensus on the main kinds of media entertainment that high school students use. They may want to group some media uses, Facebook, twitter, Flickr, MySpace, etc. into one group, e.g., “Social Media for Entertainment,” and decide “Smart Phone use for Communication” is not media entertainment but let your students make the decision. (Make sure they understand using a computer for homework is not media entertainment but if you’re also multi-tasking and playing solitaire or shopping online that time would count as media entertainment.)

2. Distribute **HANDOUT 3: How do you currently use media entertainment?**
Have students write the categories the class identified on the left side of the chart. Tell them to take the form home and collect data on their media use for 3 days. (If you're concerned about students not bringing it back at the end, make a copy and each day have them fill in the chart for the day before. Tell them to fill out the form at home but they will transfer the data to another form at school to be used for a later activity.
3. On the following Monday have students finish entering all their data and then have them answer questions 1 and 2. You can have students share their answers with the class.
4. **TELL STUDENTS:** An article published in *Pediatrics* on "Pathological Video Game Use Among Youth," reported that studies from around the world have found approximately 10 percent of student gamers exhibit addictive video game use. After collecting data on your media use do you believe that you may have an addiction and if so why or why not? Write your response on the back of your handout.

Lead a class discussion but have students talk in general terms. Do you believe there are students in our high school who are addicted to video games, television, or cell phones and if so why or why not?

Activity 12.4: Students will read an introduction to creating a media budget and the importance of creating a plan.

1. Students read **HANDOUT 4: Media Budget – Why & How?** Have them underline the parts that they find the most interesting or surprising. Have students share what they underlined with a partner and then ask for volunteers to share with class.
2. **ASK STUDENTS:** Why do you think it is so difficult to give up media entertainment for a week? What else have you done that was difficult?

Activity 12.5: Students will develop an action plan that includes goals and strategies as well as a detailed daily plan for Week 1 of *Take the Challenge*.

1. Distribute **HANDOUT 5: Action Plan**

Guide students through this handout. Use the example: "I am going to go screen free during The Challenge." Let them know that they can choose a different goal but even if they're not sure they can go completely screen free for the week they should consider trying. Remind them this does not include screens used for school. Give examples for each section. Have students fill out each category before you give your next example.

2. Have students fill out the **Daily Action Plan**. This form asks them to get even more detailed and identify specific activities other than Entertainment Media for each day. Research shows that the more detailed plans are the greater chance of success.

Have students share some of their ideas for alternative activities and then let them add to their plans. Encourage students to remember Lesson 9 where they brainstormed alternative activities. This plan focuses on the school week but they can expand it to the weekend on the back.

Activity 12.6: Students will record their progress during Week 1 of Take the Challenge.

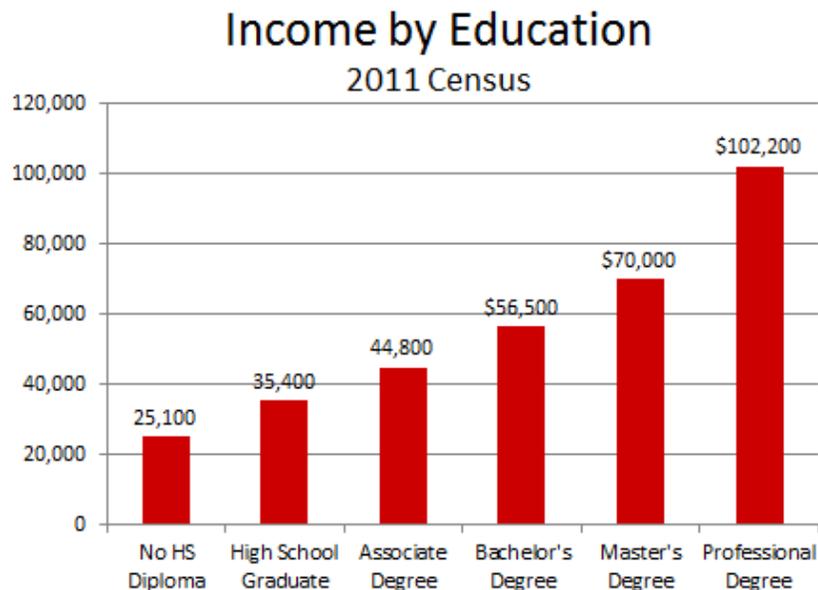
1. Distribute **HANDOUT 6: Record your progress.** Explain how to complete this form and that they will take it home and fill it in each day. (If you're concerned about some students not bringing it back at the end, make a copy and each day have them fill in the chart for the day before. Tell them to fill out the form at home but they will transfer the data to another form at school to be used for a later activity.
2. On the following Monday have students finish entering all their data and then have them create graphs comparing their pre Challenge data with their Challenge week data.

HANDOUT 1: Taking charge of your media habits

You have spent time reading research and conducting research on entertainment media. The American Academy of Pediatrics released a policy statement, on *Children, Adolescents, and the Media*. “The Academy continues to be concerned by evidence about the potential harmful effects of media messages and images... Young people now spend more time with entertainment media than they do in school. Excessive media use has been associated with school problems, lack of sleep, obesity, substance abuse, aggression, and other behavior issues. The Academy recommends educating schools, parents and students about health effects of excessive entertainment media and the importance of having a media budget.”

One of the problems with excessive entertainment media is the impact on school achievement. Students need technology skills but they need to be able to take charge of their entertainment media use, e.g., TV, video games, social networking such as facebook, and excessive texting.

High school is an important time to look closely at education after high school including college and vocational training. Research shows that wages are directly linked to level of education.



The National Academy of Sciences identified 3 skill areas needed for jobs in the 21st Century:

1. Cognitive Skills: Thinking skills including problem solving, critical thinking, systems thinking
2. Interpersonal skills: Getting along with others including communication skills, social skills, team-work, cultural sensitivity
3. Intrapersonal skills: **self-management**, time management, self-development, self-regulation

Technology skills are critical in the 21st Century but being able to **self-manage** your media entertainment is also important. According to research from the University of Southern California’s Marshall School of Business, the majority of executives believe it is wrong to bring a smartphone into a work meeting because it shows a lack of attention and active listening. Some companies have a box outside meeting rooms where staff put their phones before coming into the meeting.

HANDOUT 1 part b: Taking Charge Of Your Media How do students in the digital age take charge of their media habits in order to optimize their health, learning and happiness?

What do Tech Gurus recommend for their own children?

Nick Bilton, a reporter with the *New York Times* wrote an article in 2014, “Tech Gurus Limit Youths’ Screen Time,” that began with a story about interviewing Steve Jobs about the iPad. He asked if his children were enjoying the new iPad and was shocked when Steve Jobs replied, “They haven’t used it. We limit how much technology our kids use at home.”

Nick Bilton interviewed other Technology executives and found that many limit their children and teenagers’ screen use at home. Chris Anderson, chief executive of 3D Robotics, said that he has strict time limits. “That’s because we have seen the dangers of technology firsthand. I’ve seen it in myself, I don’t want to see that happen to my kids.”

So what guidelines do these Tech Gurus have in place in their own homes?

- For children under the age of 10 these parents don’t allow any tech gadgets during the school week and on weekends limit tablets and smartphones to 30 minutes to 2 hours.
- For students 10 to 14, these parents limit computer use during the week to school work.
- The rule that all Tech Gurus had in place for their kids was: No screens in the bedroom.

Hanna Rosin, with *The Atlantic*, attended a meeting that brought some of the top developers of children’s apps together with interest groups to talk about new products. Later in the day she asked one of the developers which were her own children’s favorite games. Like Nick Bilton, she was shocked at the response, “They don’t play all that much...I don’t allow it. We have a rule of no screen time during the week, unless it’s clearly educational.”

She decided to ask some of the other developers who were also parents what their rules for screen time were. “One said only on airplanes and long car rides. Another said Wednesdays and weekends, for half an hour. The most permissive said half an hour a day.”

Medical Researchers

The American Academy of Pediatrics (AAP) Guidelines for Entertainment Media include:

- **Infants and Toddlers:** Children younger than two years of age should have no screen time. The AAP encourages interactive play at this highly developmental age.
- **Children over Two Years of Age:** Limit entertainment screen time to less than one or two hours per day. One hour a day for elementary and two hours for secondary.
- **School-Aged Children:** At this age, your children are old enough to work with you to create their own media budgets. For older children and adolescents, a media budget needs to include all entertainment screen time, including television, video games, movies, computer games, and websites like Facebook.
- Look for media choices that are educational, or teach good values -- such as empathy, racial and ethnic tolerance. Choose programming that models good interpersonal skills.
- Be firm about not viewing content that is not age appropriate: sex, drugs, violence, etc. Movie and TV ratings exist for a reason, and online movie reviews also can help parents to stick to their rules.
- No screens in bedrooms.

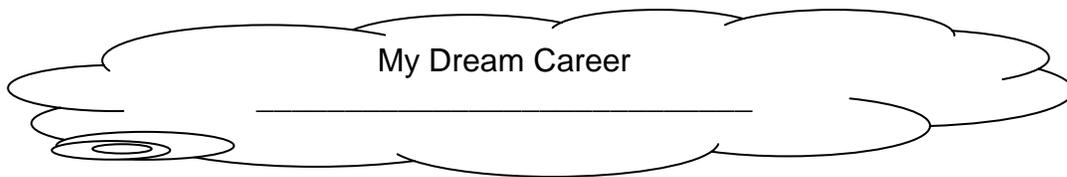
HANDOUT 2: What are your life goals?

Before you develop a media plan it's important to think about your overall life goals. Media can have a positive or negative effect on your goals in life. If you spend excessive amounts of time playing video games you may not do as well in school or may not get as much exercise or sleep to stay healthy. **You decide if you want to share your goals with other students.**

CAREER GOAL: Write your top 3 choices for a job in the future. Even if there is only one career you are interested in today, your ideas may change as you get older so identify 3 possible careers for this activity. Write one in each box.

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Now write your top choice in the cloud below.



HEALTH GOAL: Write one or two health goals. These could relate to exercise, food, or sleep (e.g., increase the time I spend exercising).

SOCIAL/EMOTIONAL GOAL: Write one or two social/emotional goals. They could relate to relationships with family, friends, neighbors or to your feelings, i.e., happiness or depression (e.g., improve my relationships with my friends or spend more time helping others).

SCHOOL GOAL: Write one or two school goals. These could be related to a specific class, or homework completion, attendance (e.g., increase my participation in science class).

HANDOUT 3: How Do You Currently Use Media Entertainment?

First, what is media entertainment? Is using a Smart Phone media entertainment? As a class, brainstorm the media entertainment used by high school students. Then write the different kinds your class identified along the left side under MEDIA Entertainment.

Take this sheet home and keep track of your media entertainment use for 3 days including a Saturday. (use minutes)

MEDIA Entertainment	DAY 1 SCHOOL DAY	DAY 2 SCHOOL DAY	TOTAL	AVERAGE	SATURDAY

1. Which media area did you spend the most time? _____

2. Were you surprised by any of the data you collected and if so in what way?

HANDOUT 4: (2 pages) Media Budget – Why & How?

In 2010 the Kaiser Foundation surveyed students between the ages of 8 and 18 and found that the average student spends 7 ½ hours a day using media entertainment. What is your current media entertainment use and how is it impacting your life?

What would you do if there were 2 to 4 more hours in your day? Learn to play the guitar? Write and illustrate your own graphic novel. Research different careers. Spend more time on your math class so you're able to pursue a career in architecture. Work on improving your free throw. Maybe start a dog walking business. When you come back for your high school reunion would you rather have spent more time watching television or have run a marathon, climbed a mountain, or had your artwork or photographs published?

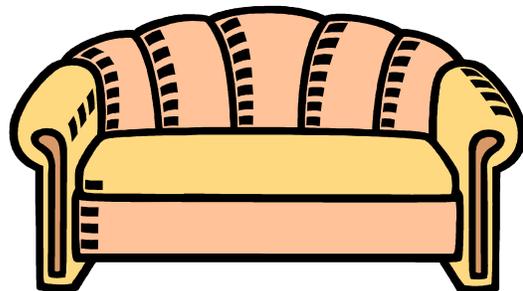
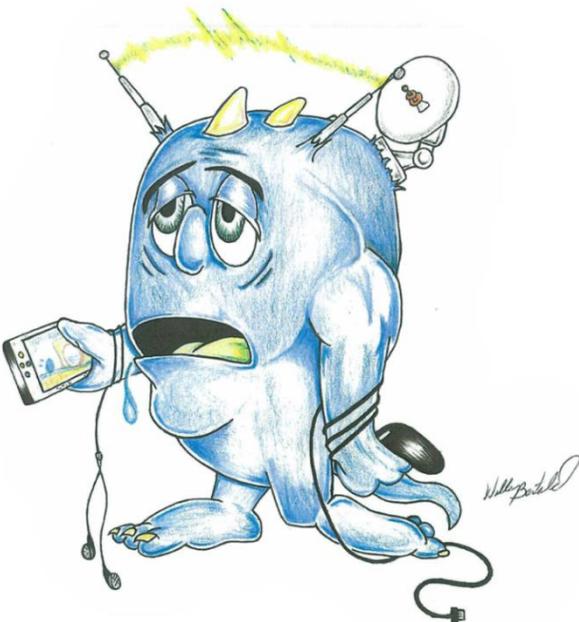
Activities you do now will affect the rest of your life. Scientists have discovered major changes occur during the teen years. According to neuroscientist Dr. Jay Giedd, "the activities kids engage in during adolescence can have dramatic consequences on the final stages of their brain development. . . if a teen is doing music or sports or academics, those are the cells and connections that will be hard-wired. If they're lying on the couch or playing video games or watching TV, those are the cells and connections that are going [to] survive. It's a time of enormous opportunity and of enormous risk. And how the teens spend their time seems to be particularly crucial. If the "Lose it or use it" principle holds true, then the activities of the teen may help guide the hard-wiring, actual physical connections in their brain. ("Inside the Teenage Brain" *Frontline*, PBS)

So, how can we take control of our lives and future by creating media budgets that support our life goals? There are 2 parts to creating a media budget.

The first is the most challenging. Before you can think about creating a balanced media entertainment plan you need to experience what media entertainment takes away from us. You've probably heard of the National "TV Turn-Off Week" which is now Screen Free Week: <http://www.commercialfreechildhood.org/screenfreeweek>

The first part involves going screen free for one week. ONE WEEK !

What if you've become a "COACH POTATO" and are addicted to screens?



Don't worry! You are in complete control and will make all decisions about "The Challenge."

We know this is challenging but we also know that once you create a Media Budget you will be healthier, do better in school, and be happier.

The Kaiser study found that heavy media users report lower levels of contentment. They report that they are often sad or unhappy, get into trouble a lot, and **are often bored.**

We've also had teenagers *Take the Challenge* and tell us:

- *Take the Challenge really had a positive effect on me. I think it worked great. At first I didn't think that TV had any negative effects on people. But after doing it, I was concentrating better, doing my work better and I was more organized.*
- *What I liked about TV Turnoff is that you find that there are other things to do besides TV. I thought that was cool, it began to get really easy to find things to do.*
- *Instead of watching TV I went outside, spent time with friends, played cards and read. I feel like my life is much better.*

In order to be successful it is important to create a plan with specific goals and activities.

Richard Wiseman wrote, *59 Seconds: Think a Little, Change a Lot*, a book that looked at thousands of studies about how to change your life. One of his chapters is on:

"How to achieve absolutely anything by creating the ideal plan"

The book identified 5 strategies that research has demonstrated helps people achieve important goals:

1. Make a step-by-step plan.
2. Record your progress (in a journal or on a chart).
3. Think about the good things that will happen if you achieve your goal.
4. Tell other people about your goal.
5. Reward yourself for making progress.

HANDOUT 5: Action Plan

GOAL: What is your overall media goal for Week 1 of *The Challenge*? Examples:

- I am going to go screen free all week **or**
- I am going to reduce my video game use **or**
- I am going to reduce my screen time on school days **or**
- **You** decide....

My GOAL:

Now break your goal into 2 smaller steps or sub goals, e.g., I am going to increase the time I spend exercising. Then identify strategies to help you reach your goal, e.g., I am going to find one of my friends to start walking after school.

Example:

GOAL: I am going to go screen free all week.

- *Sub Goal 1: I am going to increase the time I spend exercising.*
 - *Strategy 1: I am going to find one of my friends to start walking after school.*
 - *Strategy 2: I am going to swim at the YMCA twice a week.*
- *Sub Goal 2: I am going to spend more time helping others.*
 - *Strategy 1: I am going to volunteer at the animal shelter*
 - *Strategy 2: I am going to go through our house and find items for a rummage sale. Half of the money we make will go to the Animal Shelter*
 - *Strategy 3: I am going to cook dinner two nights for my mom.*

Sub Goal 1:

Strategy 1: What do you need to do to accomplish your sub goal?

Strategy 2:

Sub Goal 2:

Strategy 1: What do you need to do to accomplish your sub goal?

Strategy 2: What do you need to do to accomplish your sub goal?

Daily Action Plan: Identify specific activities other than Entertainment Media for each day.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Before School					
During School					
After School					
Dinner					
After Dinner					
Before Bed					
At Night					

What are some of the benefits if you reach your goal? (Think about your life goals.)

Who can you tell about your goal?

What are some rewards if you reach your goal? Have a variety of rewards.

Taking the Challenge and Taking Charge!!!!

Are you able to Take the Challenge? All it takes is perseverance i.e. (the steady persistence in a course of action).

- I'm convinced that about half of what separates the successful entrepreneurs from the non-successful ones is perseverance. Steve Jobs
- I can accept failure. What I can't accept is not trying. Michael Jordan
- Talent is cheaper than table salt. What separates the talented individual from the successful one is a lot of hard work. Stephen King
- You know, I put a lot of hard work and dedication in it, and hard work pays off. LeBron James

When Ernest Shackleton organized the Antarctic Expedition in 1914 he posted the following:



Men wanted for hazardous journey. Small wages. Bitter cold. Long months of complete darkness. Constant danger. Honor and recognition in case of success.

(According to the 1957 *Shackleton* biography, he received over 5,000 applications.)

Arctic exploration was dangerous and Shackleton's ship became trapped in pack ice and was slowly crushed. The crew escaped by camping on the ice for months until the ice finally disintegrated. They launched the lifeboats to reach Elephant Island and then the island of South Georgia, an ocean voyage of 720 miles. They were gone two years. Because of Shackleton and his crew's perseverance they all survived.



HANDOUT 6: Record Your Progress During the Challenge.

This week keep track of the same entertainment media the class decided to monitor before *The Challenge*. However, you will decide what your media goals for the week are. We encourage you to go screen free for the week but you are the one to make that decision.

Report in total minutes for each media area, e.g., 1 ½ hours would be reported as 90 minutes

Media	Mon	Tues	Wed	Thurs	Fri	Week Day Total	Week Day Ave	Sat	Sun	Week-end Total	Week-end Ave.	Week Total	Week Ave
Total													

Make at least 2 graphs that compare your Pre Challenge data with the data during Challenge Week. This is one example but you could create a graph looking only at television.

Media Entertainment Use

