



## HS LESSON 2: Beginning Phase of Research

**LESSON DESCRIPTION:** In this lesson, students will be introduced to research related to the effects of excessive screen use on physical, social, or emotional well-being.

**FOCUS QUESTIONS:** What are the effects of media on student behavior? This question will depend on the focus of the unit e.g., what are the effects of media on student's social or emotional health?

**OBJECTIVES:** Students will:

- identify specific effects of excessive screen use and/or media violence.
- watch a video and/or read research studies and determine central ideas or conclusions of study.
- generate questions, analyze information, and begin to identify social problems through reasoning.

### Core State Standards

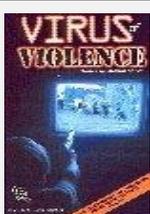
**CCSS.ELA-Literacy.SL.9-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-Literacy.SL.9-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**LENGTH OF LESSON:** This lesson will take one period.

### MATERIALS NEEDED:

- "Virus of Violence" video or other documentary on media (see appendix)
- Note Cards
- Research Folders



**Teacher's Note:** The *Virus of Violence* video should be used with the grade level or class that is researching media violence and behavior. It is recommended you preview the video before presenting it to the class. You can download the video from [www.TakeTheChallengeNow.net](http://www.TakeTheChallengeNow.net) or purchase the video from The Center for Successful Parenting, P.O. Box 179, 1508 South 86th Street, Indianapolis, IN 46240.

## PROCEDURE:

**Activity 2.1: Students will access information from video or journal articles and be introduced to the research on the effects of media violence on our physical, social and emotional well-being.**

1. Students will view the video, “*Virus of Violence*” and take notes. An alternative to the video is to have the teacher read a research article to the class. The Society for the Psychological Study of Social Issues (SPSSI) released a research summary on media violence in April 2014. Access to this summary is on the SPSSI website.

<http://www.spssi.org/index.cfm?fuseaction=page.viewPage&pageID=1899&nodeID=1>

The executive summary is available at:

<http://www.spssi.org/index.cfm?fuseaction=page.viewPage&pageID=1900&nodeID=1>

Other research studies are available on the websites listed at the end of this lesson.

2. Periodically stop the video or stop reading the journal article and discuss the findings as a class.
3. Have students exchange notes and silently read them. (Optional: Repeat this procedure several times so students get a chance to look at notes from a number of other students).

### **Activity 2.3: Class Discussion & Identify Main Problems**

1. Have a teacher-led class discussion regarding main conclusions of the video or article. Students should record problems they identified on their note cards and save in their research folder. Let students know they will be conducting their own research on the topic and making their own recommendations.
2. Ask students what they noticed from the video and the article that they can relate to their own experiences with screens (i.e. video games and movies).
3. Have students keep their notes in their research folders.

**Teacher’s Note:** This video provides an excellent introduction to the research on media violence. It is a compelling overview of the research. However, some of the students may have a negative reaction to the conclusions of the video. “How can they say that because we like to play violent video games we’re more aggressive?” Let the students know the purpose of these lessons is to have them read the research and make their own decisions. They will do the research. They will identify four problems with supporting data and then develop their own recommendations.

## Internet Resources

[www.cmch.tv](http://www.cmch.tv) Center on Media and Child Health at Boston Children's Hospital, Harvard Medical School and Harvard School of Public Health. They have over 7,000 research articles on media in a user friendly format.

[www.media-awareness.ca](http://www.media-awareness.ca) This is the web site of the Media Awareness Network (MNet), home to one of the world's most comprehensive collections of media education and Internet literacy resources. This section is intended to introduce you to our organization and its work. MNet is a Canadian non-profit organization that has been pioneering the development of media literacy programs since 1996.

[www.lionlamb.org](http://www.lionlamb.org) This organization was developed by parents for parents, teachers and students. Although the organization no longer exists there are great references on the site.

[ccfc@commercialfreechildhood.org](http://ccfc@commercialfreechildhood.org) The Campaign for a Commercial Free Childhood (ccfc), is an international nonprofit organization that now supports the National Screen Free Week and provides great resources for schools, communities, and families.

[www.med.umich.edu/1libr/yourchild/tv.htm](http://www.med.umich.edu/1libr/yourchild/tv.htm)



This Website is part of the University of Michigan Health System and has resources including links to research which is organized by questions, e.g., Does TV affect children's brain development?

[www.TakeTheChallengeNow.net](http://www.TakeTheChallengeNow.net) includes a variety of resources including curriculum, science articles, activities for families, student products, power point and video resources.