



# INTRODUCTION - GR 2/3/4

## INTRODUCTION

We use digital media every day, from texting, streaming TV shows and gaming all the way to using voice assistants or ordering our food online. For today's kids, it's a lot more than just "screen time". So how can we help students balance their online and offline lives? It starts with recognizing how much media we use. In this lesson students will learn about media balance, consider device-free moments in their life and will reflect on what media balance looks like in their lives.

## LEARNING OUTCOMES

- Recognize ways in which digital devices can be distracting
- Identify how they feel when others are distracted by their device
- Identify device-free moments for themselves and others

## MATERIALS NEEDED

### Classroom Resources

- Lesson slides
- Handout: Device Free Rules Student Handout
- Handout: Pause & Think Moment (Draw & write)
- Video: [Sesame Street Device Free Dinner](#)

### Take Home Resources

- Family Digital Media Check Up and Family Media Plan Handout

## SAMPLE EMAIL HOME

Copy and paste this into the body of an email, attach the Family Digital Media Check Up/ Family Media Plan document or print it off and send home with students. Encourage families to complete the Family Media Plan by asking students to bring completed forms back to school.

*Hello!*

*Our school/class is participating in Project Reset: Finding Digital Balance, a digital literacy and well-being program led by a committee with representatives from health promotion, mental health, speech language and education. Today we did an activity about finding balance in our digital lives. We talked about what screen-time balance means and different ways we can find balance in our digital lives. One way to help us find balance between on-screen and off-screen activities is to make a family media plan. In order to complete the family media plan it can be helpful to first do a digital media balance checkup on your family. Go through the attached conversation starters and checklist together to see if your media use is balanced, then you can use the family media plan to make some changes if needed. The family media plan is a very basic worksheet that you can talk about and complete together as a family. The worksheet focuses on two simple components; screen free times and screen free zones. Other examples of family media plans with more options or ideas can be found at:*

*·[Common Sense media family plan](#)*

*·[Media smarts media plan](#)*

*·[American academy of pediatrics \(healthychildren.org\) media plan](#)*



# LESSON PLAN - GR 2/3/4

## WARM-UP

5 MINUTES

**Ask:** *Do you know why it's not ok for people to drive and text on their phone at the same time?*

**Invite** students to share out. Examples might include: It's unsafe, you can't pay attention to traffic, it's illegal, you don't want to hurt somebody etc.

**Say:** *Today we're going to talk about why it is important to have some device-free moments in our lives. Let's start by watching a funny video about this topic.*

**Show** the Sesame Street Device-Free Dinner Video

**Say:** *I'd like you to turn to your partner and talk about what you noticed in that video. Are there moments in life where it would be better not to use devices?*

Call on a few students to share. Student answers will vary, but typical responses might include: At the movies, at church, during family dinner, right before bed, when talking with grandma etc

**Explain** to students that the responses they shared are examples of when technology can be a distraction. Define **distraction** as something that keeps you from giving your full attention. Define **attention** as noticing someone or something as important

## EXPLORE: DEVICE-FREE, WHEN AND WHERE

5 MINUTES

**Say:** *Although every situation and every family is different, there are times in all of our lives when it's a good idea to have device-free moments. You also have to think about how being on a device affects those around you, because it can also affect our friends and family. Let's talk about a few key things to think about so that we can have more device-free moments in our lives.*

- **Safety:** *There are times when your or someone else's safety could be at risk. **For example:** When you are crossing the street. If you are on your phone, you might not see a car coming*
- **Respect for people:** *There are times when it hurts other people's feelings if you are distracted and not paying attention to them. **For example:** if a friend or family member is trying to tell you something important while you are playing a game or watching a video, it's important to pause and listen*
- **Concentration:** *There are times when you should give your full attention to a specific activity. **For example:** when reading a book, doing homework or even while doing a craft. These activities require your full attention and sometimes having devices out makes it harder to concentrate on what you're doing*
- **Sleep:** *There are quiet times like when we're going to sleep when devices should be put away. Doctors recommend that people stop using device at least an hour before bedtime because the blue light in the screen can affect how well we sleep. A good idea is to charge devices away from where you sleep so that you're not tempted to use it right before bed.*

## CREATE: FAMILY DEVICE-FREE RULES

20 MINUTES

### OPTION 1:

**Say:** *Today, we get to be in charge! We're going to create a list of rules to have device-free moments. This list of rules is not just for ourselves, but can also be for parents, siblings and others in your life.*

**Complete** the **Device-Free Rules** student handout as a class (slide 13)

### OPTION 2:

**Say:** *Today, we get to be in charge! We're going to create a list of rules to have device-free moments. This list of rules is not just for ourselves, but can also be for parents, siblings and others in your life.*

**Identify** and list examples for each rule as a class (slide 13)

**Distribute** the **Device-Free Rules** student handout and have students pick rules from the class list to complete the handout. They can pick the rules that are best for them and/or their family.

### OPTION 3:

**Say:** *Today, you get to be in charge! You're going to create a list of family rules to have device-free moments. This list of rules is not just for you, but also for your parents, siblings and whoever else you live with. You'll be able to take them home to share with your family.*

**Distribute** the Device-Free Rules Student Handout. Read aloud the directions and have students complete the handout.

Remember, this is a time for students to reflect on their own lives. Each family is different so students' Family Device-Free Rules may vary

## REFLECT: PAUSE & THINK MOMENT

10 MINUTES

**Say:** *Today we talked about how devices can be distracting and how to make device-free moments. In your reflection, I'd like you to think, draw and write one piece of advice you would give to a grown-up (your mom, dad, babysitter, etc) about how to avoid digital distraction.*

**Distribute** the **Pause & Think Moment** Student Handout. Read the directions aloud and allow students to complete the reflection independently

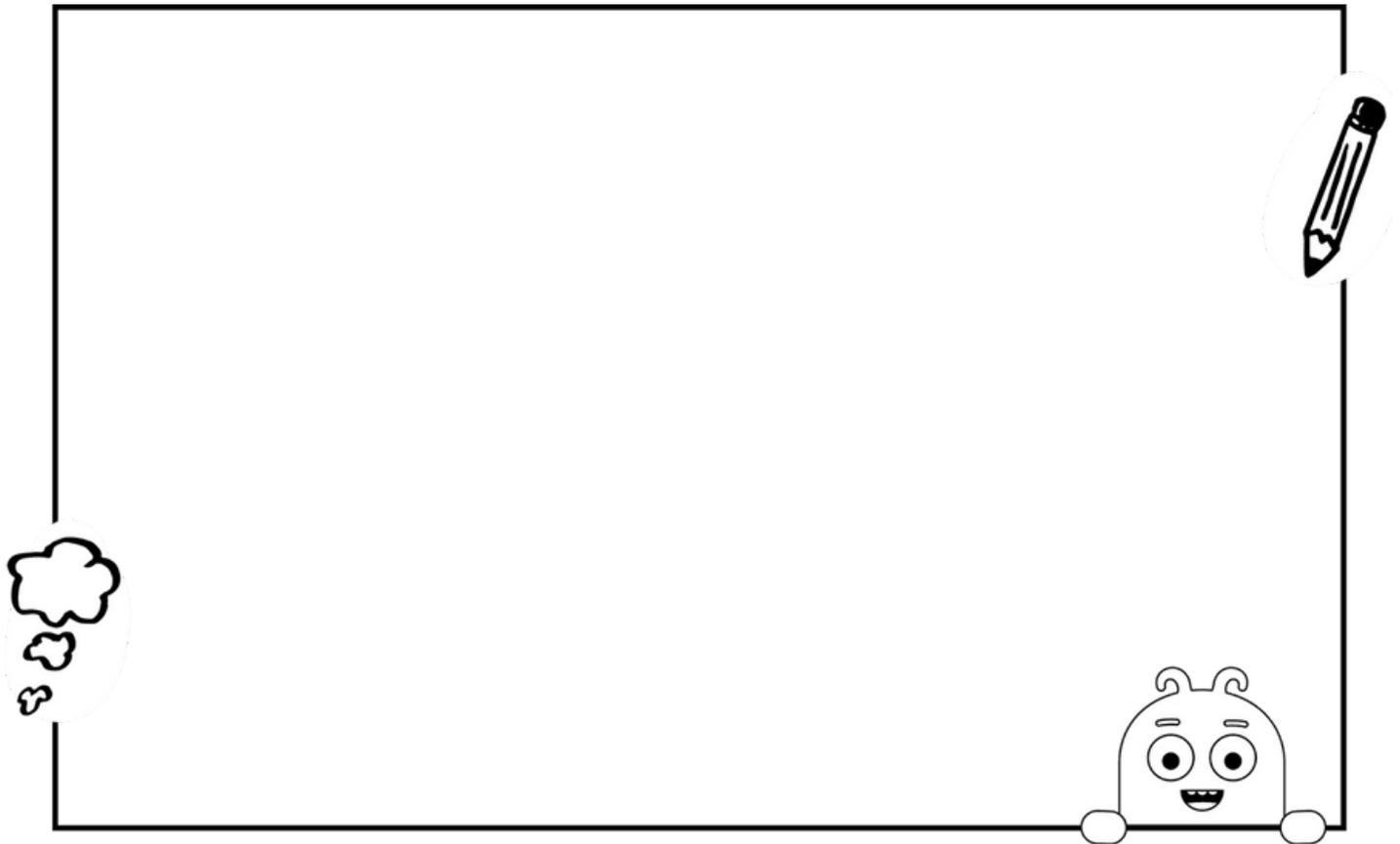
**Send** home the **Family Media Plan Handout/checklist** for families to complete together



# PAUSE & THINK MOMENT - DRAW & WRITE

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

Draw a picture of the advice you would give to a grown up to help them not be distracted by devices



Explain your picture and why you chose to give that advice.

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Write one or more rules in each section to have device-free moments. These rules can be for yourself or your whole family

## MY DEVICE-FREE RULES

A device-free rule to stay safe:

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A device-free rule to show respect:

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A device-free rule so we can concentrate:

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A device-free rule to get good sleep:

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