



MEDIA¹ STAMPED

EPISODE 1

**SCREENTIME
IS YUMMY**

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SCREENTIME IS YUMMY

Objectives

We will **understand** that screen time can produce chemical reactions in our brains;

We will **analyze** the function of online advertising;

We will **evaluate** the pros and cons of screen time as well as how it influences us; and

We will **create** a project or experience that minimizes the negative effects of screen time.

Common Core Standards

Reading Informational Texts: 1-7, 9-10

Writing: 1.a-b, 2.a-b, 2.d-e, 4-9

Speaking and Listening: 1a-d, 2, 4-6

Language: 1-4, 6

Canadian Provincial Standards

Reading and Viewing:

4.3-5., 5.1, 7.1.1, 7.2.1, 7.3.1-4.

Writing and Other Ways of Representing:

8.1.1, 8.1.3-6., 9.1.1, 9.2., 9.2.1, 10.1-5.

Speaking and Listening: 1.1-4., 2.1, 2.3-4.



TELUS independent

Materials

Teacher computer/laptop and projector

Writing utensils

Individual student devices or computer lab (if your school blocks outside sites, be sure anything students may need will be accessible)

Articles about the good/bad effects and/or uses of screens

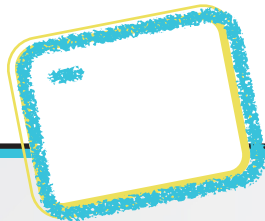
Notebook paper or a worksheet/checklist with questions for option #1 (activate) printed out

Paper for journaling

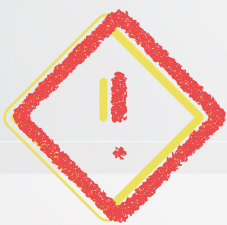
Exit ticket slips or sticky notes

Venn Diagrams

Poster board and markers (for option #1 [extend]) if not using Canva



In today's episode, we learned that screen time can trigger brain chemicals that influence our behavior. This reliance on screen time also makes us more susceptible to advertising. Let's explore these concepts further!



Note: Discussions throughout these lesson plans can take a variety of forms. For classrooms, we suggest shoulder/table partners and/or mix-pair-shares (and other collaborative learning tools). For smaller groups, such as homeschool environments, organic one-on-one discussions can be just as effective. A tip for successful discussions is to provide wait time. Also, students might be better able to share if they've verbalized or written down their ideas informally first.

Vocabulary

media, dopamine, adrenaline, theory



ACTIVATE

Option #1 (20 minutes)

Apply and **Evaluate**: Take the test to see if your behavior is influenced by technology! Give yourself 1 point for every question answered with a yes.

(note: students can take this quiz along with the video as well)



Do you spend a lot of time thinking about screen time or planning what you'll do online?

Do you want to use screen time more and more?

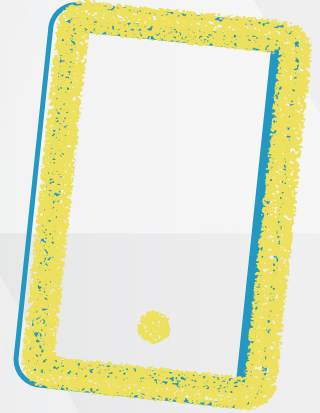
Do you use screentime to help you forget about your problems?



Do you try to cut down on screen time, but it doesn't work?

When you can't have screen time, do you feel restless or upset?

Does screen time cause problems with your family relationships or school work?



If you answered yes to 3 or more questions, you might be dependent on screens! Turn and share your results with a shoulder/table partner. Discuss strategies you've used to control your screen time. What works? What doesn't? When you've discussed for a few minutes, share what you learned as a whole class.

Student Question/Answer Sheet on Page 5

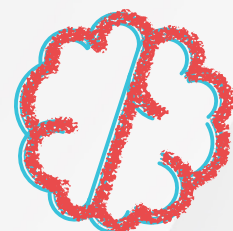
Option #2 (20 minutes)

Remember and **Understand**: Review definitions for the following brain chemicals: dopamine & adrenaline. Discuss how they are alike and different

(note: as defined in the video, dopamine is a reward and feels good; adrenaline is a boost of energy for when you're afraid, angry, or excited)

Apply, **Analyze**, and **Evaluate**: At table groups, use brainstorm surface (paper or white board) to make two lists: 1 = online experiences that have produced dopamine; and 2 = online experiences that have produced adrenaline;

Then, share each table's brainstorm. Which table came up with the most? What were the most common experiences for the release of each brain chemical?



Name: _____

ACTIVATE

Apply and **Evaluate**



Take the test to see if your behavior is influenced by technology!
Give yourself 1 point for every question answered with a yes.

Do you spend a lot of time thinking about screen time or planning what you'll do online? Yes _____ No _____

Do you want to use screen time more and more? Yes _____ No _____

Do you use screentime to help you forget about your problems? Yes _____ No _____

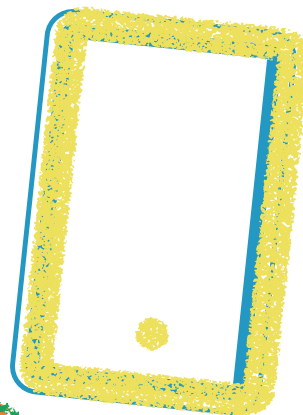
Do you try to cut down on screen time, but it doesn't work? Yes _____ No _____

When you can't have screen time, do you feel restless or upset? Yes _____ No _____

Does screen time cause problems with your family relationships or school work? Yes _____ No _____



If you answered yes to 3 or more questions, you might be dependent on screens! Turn and share your results with a shoulder/table partner. Discuss strategies you've used to control your screen time. What works? What doesn't?



LEARN & DO

Option #1 (30 minutes)

Analyze and **Evaluate**: Choose two favorite sites. These could be games, websites, etc. Spend 10-15 minutes on each one and record the following:

How many ads pop up while you are on the site?

What are the ads for? How do these products relate to the site you are visiting and/or you, specifically?

What boosts of adrenaline and/or dopamine do you feel while at that site?

Evaluate: Using a Venn Diagram, record similarities and differences between the two sites. Reference adrenaline and dopamine hits as well as simply the type of site it is and its objectives. Also, record what you discovered about ads. How were they the same or different on each site?

In a short paragraph, **analyze** and **evaluate** the relationship between each site and its advertisers. On what do advertisers base their decisions? How does this affect you? How do your actions affect advertising?

Student Venn Diagram Sheet on Page 7

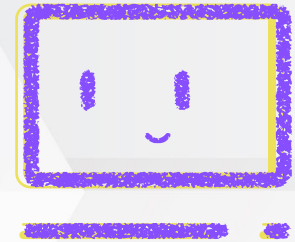
Option #2 (90 minutes, 2 segments)

Evaluate: Divide students into two groups. Assign one group to the defense of social media and the other to the prosecution of SAMMY SCREEN, who is accused of being more trouble than he's worth.

Each group should be equipped with a variety of age-appropriate articles and/or resources for research. [Newsela](https://newsela.com) is a great resource for articles. You can either give each group different articles, or give them both the same articles. Just make sure articles equally present advantages and disadvantages of online activity.

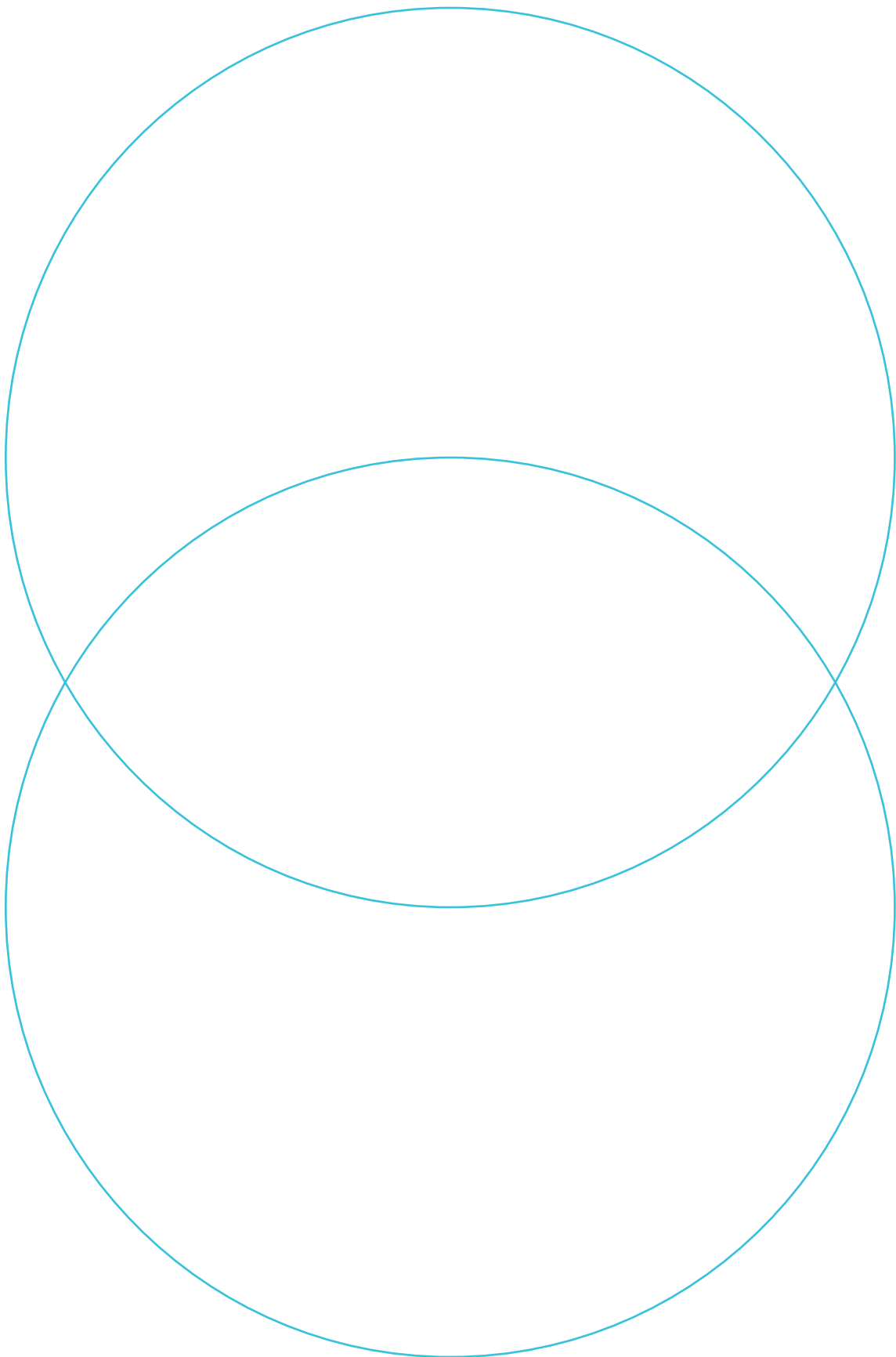
Students should spend 20-30 minutes getting their defense or prosecution together (taking notes on articles and including their own experiences as consumers). To ensure all students participate, explain that each student may be called to the stand as either witness or prosecutor. They may want to compile their notes all in one online place, such as a shared Google document, so that everyone has access.

Spend the next 30 minutes putting screen time on trial. The teacher will act as judge/moderator.



Name: _____

LEARN & DO



REFLECT & ASSESS

Option #1 (tied to Option #1 above, 15 minutes)

Analyze: Finally, share your thoughts with your table group and/or class. Discuss how your answers varied.

Evaluate: Using [Padlet](#) (or just a classroom whiteboard or chalkboard) share one theory you have based on your own research.



Option #2 (tied to Option #2 above, 10 minutes)

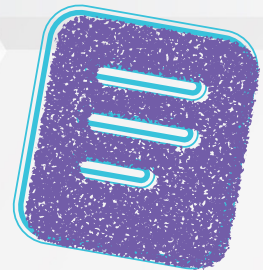
Analyze and **Evaluate:** After arguments have been presented, either elicit students to help or hand down a verdict from the judge. Feel free to be creative! Should Sammy Screen come with a warning label? An age limit? Or has it been determined that teens can handle him with a bit more education? If he's to be on probation, what safeguards (refer back to video) can be provided? Whatever the verdict is, discuss with class particularly strong arguments.

EXTEND



Option #1 (45-60 minutes)

Create: Use [Canva](#) (or poster board and markers) to create a poster with tips for minimizing the harmful effects of too much screen time. Print posters for your classroom or school.



Option #2 (mostly time outside of class)

Evaluate: Commit to a screen-free day and journal/scrapbook your way through it. Write reflectively about the experience. What did you learn about screen time? What did you learn about yourself? Would you want to do this again? Why or why not?



CLOSE

(5 minutes)

Evaluate: On your exit ticket, draw an emoji or two that best reflect your feelings about what you learned today. Be ready to give your “why” as you leave the room.

RESOURCES

[Padlet](https://padlet.com/) - (<https://padlet.com/>)

[Newsela](https://newsela.com/) - (<https://newsela.com/>)

[Canva](https://padlet.com/) - (<https://padlet.com/>)

