Year 1 Balance It: Lesson 2

Sensible Screen Use

Background:

There is evidence to suggest that if a child spends too much time in front of screens in early childhood they are more likely to be obese or overweight and to have sleep issues or sleep less. Screen devices include smartphones, tablets, gaming devices, televisions and computers. Poor language skills and poor cognitive skills have also been linked to spending a lot of time watching television. There are also many benefits to using screens and it's important that children follow rules and limits set and that they also make sensible use of their screen time.

National Curriculum England	
Computing	• Pupils should be taught to recognise common uses of information technology beyond school.
Citizenship	• Pupils should be taught how to make simple choices that improve their health and wellbeing.
Relationships and Health Education	• Pupils should know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

Curriculum for Excellence Scotland	• I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a • Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. TCH 1-02a

UKCIS/Education for a Connected World	• I can explain rules to keep myself safe when using technology both in and beyond the home. • I can give some simple examples of these rules.

Glossary	
app	An application is a software program that runs on your device. Web browsers, email programs, word processors, games, and utilities are all applications.
device	Items such as mobile phones, tablet computers, games consoles and laptops that have screens and are used to access the internet.
poll	This is an opportunity for pupils to be able to give their opinion on subjects within a Natterhub lesson. When all pupils have made their decision, the results will be displayed anonymously in different ways.
screen time	Any time that is spent looking at digital screens such as mobile phones, computers, tablet computers and games consoles. Screen time can also include television.
Safe Search	This refers to the way in which children can safely search for something online. For example, children may need to search for information on a particular subject. Although many school devices will have a Safe Search option enabled, it is still important to remind pupils that if they see anything which makes them feel uncomfortable, they should report it immediately to a trusted adult in the room.
tablet	A handheld, portable, touch screen computer. Useful, as they are smaller than a laptop to transport and larger than a phone for using and seeing the screen better.

Badge Descriptor	We take care of our minds and bodies.
Lesson Objective	To learn when it is a good time to use screens.
Success Criteria	• I can follow rules around screen time. • I know that too much screen time can have a negative impact on my life. • I can identify good and bad times for screen use.
Resources Required	• Amena's Screen Rules

Think

From the moment we wake up in the morning until we go back to sleep at night, we have lots of different 'times' throughout the day. We have breakfast time, school time, story time, dinner time, bath time, playtime and homework time, to name but a few. These are activities that we do that take a period of time. Now, we also have an activity called screen time.

Discuss. What is screen time? How does it differ from the other activities mentioned?

Screen time, as the name suggests, occurs on screens. Can you name some devices that we might use for screen time?

Discuss answers and create a list that might include: mobile phones, tablets, desktop computers, games consoles, laptops and the television.

Discuss

Poll Time:

Do you have screen time rules?

Yes   No

Amena has rules that she has to follow during her screen time. Her parents created these rules, wrote them out on green paper -Amena's favourite colour - and stuck them on the fridge.

Discuss. Ask pupils to think of some of the rules that might be on Amena's list.

Amena's Screen Rules

Are the rules fair? Discuss each one in detail.

At school on Wednesday, Amena's class had been split into groups and each group was given the name of a country. Amena's group were given Spain and her homework task was to find information about the food of Spain. When Amena's dad saw her homework, he gave her the tablet and reminded her that she had one hour only and to make sure she completed her work.

Discuss. What does Amena have to do for her homework? Why does she need the tablet? Could she complete her task in a different way?

Amena is in the kitchen, she was just about to open her kids' Safe Search engine to start her homework when one of her favourite apps caught her eye. She clicked on it. She was only going to play it for five minutes before doing her research. It was so much fun. Suddenly, Amena jumped. The timer in the kitchen was buzzing, Amena's time was up! She had spent the whole hour on her favourite app.

Discuss. Did Amena make a good decision? Did she make sensible use of her screen time? What will the consequences be?

Amena's dad came to collect the tablet when he heard the timer. He asked Amena to show her completed work. Amena started to cry. She explained what had happened. Amena's dad said he was very disappointed in her. Amena asked for another hour but her dad said no, he explained that rules are there for a reason and they need to be followed. Amena broke two of her rules by not using her time sensibly and by playing on one of her apps on a weekday.

Discuss. Ask pupils if Amena's dad is being fair.

Amena got even more upset, the tears were rolling down her face, she was so worried about seeing her teacher tomorrow. Amena's dad asked her to calm down and then helped her complete her homework. He knew the names of some Spanish dishes and also got out one of his cookbooks, called 'Super Spanish Dishes' by A. Cook. Together they completed the task without going online.

Discuss. Ask pupils how Amena completed her homework.

Do

Think about any screens in your home, who uses them and when they are used. What effects could this have? Let's act out some situations...

Split the class into groups of three or four. Tell them they have one minute to decide who will play the role of a parent/carer and who will play the role of a child/children. This can be any different arrangement based on their own experiences. As long as there is a mixture of adults and children in each group and they represent one family (adapt to suit your class). Ask pupils to role-play what happens in a house when the child or the adult is on a tablet. Pupils can practise for a moment and then show their scenarios to the rest of the class.

Freeze Frames

When pupils have finished acting in their groups, ask them to freeze in position. Discuss with remaining pupils how each of the characters is feeling in each situation by placing your hand over the character you are discussing.

Share

Let us discuss screen use in our homes. How does it make us feel? Are screens used sensibly in our homes?

Discuss.

Most of us have screen time rules. Do our parents have screen time rules? Should they have them?

Discuss. Explore how pupils feel when their parents are using screens. Discuss what parents use screens for. Examples could include checking emails, sending messages to organise playdates, for work, etc. Take the opportunity to also explore the times when parents use screen devices, during dinner, at bedtime, at the park, etc.

Reflect

Natter Chatter: Is all screen time bad?

Discuss that great things can be done and learnt via screen time, including communication with people who might be far away. All things in moderation.

Now for Nattercalm...

Complete a 1-minute activity with Nattercalm