



english for **NEW
BOSTONIANS**

ESOL for Parents and Caregivers Curriculum

Supporting Children's Learning: Unit 6 *Using Screens Wisely*

Activities

- #1: Name That Screen (b)
- #2: Talk to your Children about Screens (b)
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About English for New Bostonians

English for New Bostonians (ENB) invests in the future of our region by fostering a high-quality ESOL system that prepares immigrants to pursue their educational, economic and civic aspirations. Through grant making, training teachers, and building public awareness, ENB expands the number of English for Speakers of Other Languages (ESOL) seats, improves program quality across agencies, customizes curricula to diverse subpopulations, and leverages private and public resources. Founded in 2001 by the Mayor's Office for Immigrant Advancement (MOIA), immigrant leaders, and local foundations, ENB now involves several city departments, approximately 20 public and private funders, and numerous community organizations.

About the ESOL for Parents and Caregivers Initiative

Through ESOL for Parents and Caregivers, ENB guides ESOL providers and immigrant-rich schools in building partnerships to facilitate parent engagement in schools, enabling parents/caregivers to improve their English and digital literacy skills, navigate school systems, and understand expectations and opportunities for school involvement and ways to optimize children's learning. At the same time, ESOL for Parents helps adults prepare to pursue their own educational and employment goals, *while* supporting children's learning – *aiming to eliminate multigenerational poverty*.

About Susan Klaw

Susan Klaw has directed, taught in, and developed original curriculum materials for Boston-based parent ESOL programs since 1991. She has delivered extensive training locally and nationally on various aspects of Family Literacy and been named a "Literacy Champion" by the Massachusetts Literacy Foundation, Parent Educator of the Year by the Children's Trust Fund, and Adult Educator of the Year by the Massachusetts Coalition for Adult Education.

About the ESOL for Parents and Caregivers Curriculum

The Curriculum (on ENB website and available free of charge) gives ESOL teachers background materials, lessons and activities designed to help immigrant parents learn English and become more effectively involved in their children's education. Selecting curriculum units and lessons relevant to their classes, ESOL teachers can orient immigrant parents to the U.S. school system and provide practical skills such as interpreting report cards, participating in teacher conferences, advocating for children, and supporting children's learning at home. While some information is Boston specific, much can be used in any locale. ENB can assist in adapting materials for school districts. Additionally, ENB offers a Companion Middle/High School Guide, as well as a Digital Learning Guide to support online instruction.

Using the ESOL for Parents and Caregivers Curriculum

All materials are intended to be downloaded and widely used. Please cite English for New Bostonians and credit English for New Bostonians on all reproductions. We welcome feedback and stories on how you and your students are using the ESOL for Parents and Caregivers Curriculum!

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Rationale for Unit 6: Using Screens Wisely

It used to be simple: limit your child's TV watching to one hour a day. Now parents and children alike are surrounded by a vast number of digital choices and activities. Parents can't limit their children's screen time to two hours a day, as so many children do their school work on computers. This Unit which will take several classes to complete if choose to use all the activitites, is designed to parents figure out a healthy media plan for their families.

According to a study in 2015, most American 2-year-olds used mobile devices on a daily basis and the vast majority of 1-year-olds had already used a mobile device. Preschoolers were already starting to media-multitask (in other words, use two or more forms of digital media simultaneously, such as watching TV while using an iPad). Pre-teens and adolescence were using a combination of different digital media sources an average of 8-10 hours per day, often in the form of media-multitasking, which has been associated with more attention problems. And this was **before** the pandemic, when suddenly all schooling and all social life was online. Excessive use of digital media continues to be associated with worse sleep, higher obesity risk, and worse developmental and academic outcomes.

In 2016, the American Academy of Pediatrics issued new recommended guidelines for digital media use which include no screen time at all for children younger than 18 months, except video chatting, only high quality digital media for children 18 months to 24 months, viewed with a parent, and a screen time limit of one hour a day for children ages 2-5. For children ages six and older, the Academy recommends that screen time should be carefully balanced with social time, physical activity, homework and sleep. Against this background, it is important to help parents learn to use screens wisely.

While AAP has not updated those recommendatios, on their website they say, "Today's children are spending an average of seven hours a day on entertainment media, including televisions, computers, phones and other electronic devices. Meanwhile, advertising aimed at children is no longer confined to TV commercials and product placement in movies. Today, children are exposed to messages from social media influencers, hidden ads in video games, data collection across many platforms, virtual reality encounters with strangers in games and targeted social media advertisements that are intended to make children tak action."

Good Resources for Teachers as you prepare for this unit:

<https://www.childrenandscreens.com/>

<https://www.pewresearch.org/internet/2020/07/28/childrens-engagement-with-digital-devices-screen-time/>

<https://www.common sense media.org/>

ACTIVITY #1: NAME THAT SCREEN

(Can be used/adapted for use with beginning level students)

Rationale:

This quick, warm up activity is designed to raise awareness of the plethora of digital devices (screens) which surround both parents and children.

Student Objectives:

- Students will be able to name at least four types of screens.

Materials:

- Index cards

Activity Outline:

1. Explain objectives.
2. Write keywords on board: digital devices, digital media, screens. Explain they all mean basically the same thing.
3. Hand out index cards. Ask students to each write three types of screens on their card.
4. Have students compare cards with a partner. If they have listed different screens, have them add that to their lists. Encourage them to help each other with spelling.
5. Do a composite list on the board with all the screens the group has listed.
6. Ask students to turn over their index card and write on the back which screen or type of digital device is their child's favorite. Go around the room and have each student share what they wrote, along with their child's age.

ACTIVITY #2: TALK TO YOUR CHILDREN ABOUT SCREENS

(Can be used/adapted for use with beginning level students)

Rationale:

In interviewing their children about their favorite screens, parents become more involved with their children's digital world.

Student Objectives:

- Students will be encouraged to talk to their children and solicit their opinions.
- Students will learn about their children's screen preferences.
- Students will expand oral language capability.

Materials:

- Handout: Talk to Your Children About Screens
- Handout: Children's Use of Digital Devices (graph)

Activity Outline:

1. Explain objectives.
2. Distribute Handout: Talk to Your Children About Screens and read it over carefully. Make sure students understand the directions. Set a due date for the assignment.
3. In class, have students report what they learned. Depending on the size of the group, you might divide students into smaller groups and circulate. If the class format is remote, you could put students in breakout rooms and assign a more advanced student or volunteer to facilitate the sharing.

Follow Up:

With an intermediate or advanced group, interpret and discuss the graph from the Pew Research Center (2020), Handout: Children's Use of Digital Devices.

Handout: Talk to Your Child About Screens

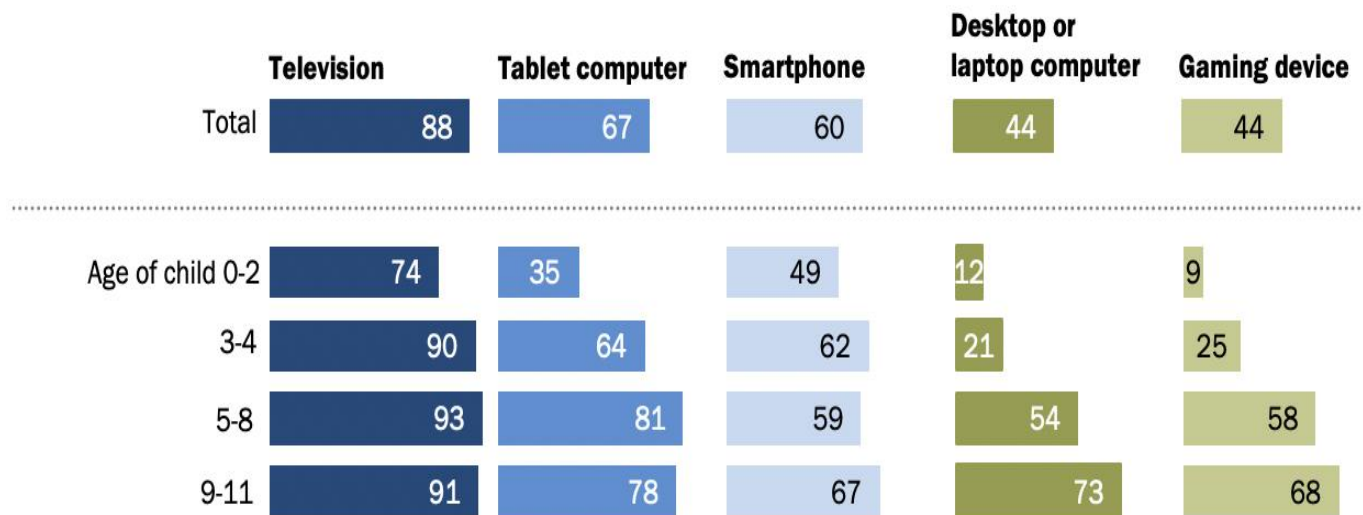
Directions: Choose one of your children to talk to. Or use a separate form for each child. Ask them these questions. You can talk to them in whatever language you want. Write and practice the answers in English. Tell us what you learned in our next class.

1. What screens do you like best: TV, Cell Phone, Video Games, Computers, Movies?
2. Why do you like _____ best? (Fill in answer from 1)
3. What is your favorite TV show?
4. Do you play video games? What is your favorite video game?
5. Do you use any apps to talk with your friends?
6. Do you have a smart phone?
7. If you have a smart phone, what do you use it the most for?

Handout: Children's Use of Digital Devices

Children's engagement with certain types of digital devices varies widely by age

% of U.S. parents of a child age 11 or younger who say that, as far as they know, their child ever uses or interacts with a ...



Note: If parent has multiple children, they were asked to focus on one child when answering this question. Those who did not give an answer are not shown.

Source: Survey of U.S. adults conducted March 2-15, 2020.

"Parenting Children in the Age of Screens"

PEW RESEARCH CENTER

ACTIVITY #3: CHILDREN AND SCREEN TIME: PROS AND CONS

Rationale:

Here students generate and discuss their own lists of Pros and Cons in terms of the affect of screen time on children before learning what the experts say.

Student Objectives:

- Students will be able to name at least two positive and two negative effects of screen time on children.
- Students will learn how to use a Pro/Con structure for weighing benefits.

Materials:

- Handout: What do the Doctors Say?
- Handout: Summary: What Doctors Recommend to Parents.

Activity Outline:

1. Explain objectives.
2. Explain pros and cons if you haven't used this comparative structure before.
3. Begin a group brainstorm on the pros and cons of screen time for children by having each student think about and write one Pro and one Con. This is always a good way to engage less talkative students who might not otherwise volunteer ideas.
4. As students share their pros and cons, keep two lists going on easel pages that you save for later review. In the con list, if students don't come up with commercials and some concept of time lost to engage in other activities, add these yourself.
 - Talk about the purpose of commercials. Parents will all recognize deleterious effects if you bring up Christmas toys or expensive sneakers.
 - Begin a separate list of things children might be doing if they weren't on screens.
 - Also raise the concept of screens being addictive for some children and some adults. Most parents will recognize differences within their own families. One child may be glued to a screen for hours, while another seems more interested in doing something else after a few minutes.
5. Summarize: Ask students to look at the pros and cons and decide whether they think screen time is more of a positive or a negative thing.
6. Distribute the Handout: What do Doctors Say?. Explain that everyone agrees that TV,

video games and computer games can be educational and relaxing. However, when children do them too much there are negative effects. The handout explains some of those cons or negative effects parents already listed.

7. Read handout slowly, pausing to define unfamiliar words and clarify by examples.

8. Explain what it means to have something surprise you. Have students review the handout themselves. Ask them to circle the item on the handout that surprises them the most. Share those surprises.

9. Summary: Ask, *How many of you currently limit TV and other screen time?* Distribute and review handout: Summary: What Doctors Recommend to Parents. Ask *Would it be easy or hard to follow the doctor's recommendations?* Have students **vote with their feet** on this issue. Put a sign "Hard" in one corner of the room and a sign "Easy" in another. Ask students to go stand in one corner or the other. Ask for volunteers from both groups to explain what happens in their family.

Handout: What do the Doctors Say?

Adapted from American Academy of Pediatrics

- Too much screen time interferes with other **more healthy** activities:
 - physical exercise
 - reading
 - doing homework
 - spending time with family
 - spending time with friends
 - playing
 - Sleeping
 - Looking at the world around you
- For children ages 0-18 months, use **no** digital media except for video chatting with relatives.
- For children ages 18 to 24 months, choose high-quality programs and watch screens together with your child. Children in this age group should not use media alone.
- For children 2 to 5 years of age, limit screen use to 1 hour per day of high-quality programming, watch with your children, help children understand what they are seeing, and help them apply what they learn to the world around them.
- Avoid fast-paced programs (young children do not understand them as well), apps with lots of distracting content, and any violent content.
- Turn off televisions and other devices when not in use.
- Do not use digital media to calm your child down
- Monitor what apps your children use. Test apps before the child uses them, play together, and ask the child what he or she thinks about the app.
- Keep bedrooms, mealtimes, and parent–child playtimes screen free for children and parents. Parents can set a “do not disturb” option on their phones during these times.
- No screens 1 hour before bedtime, and remove devices from bedrooms before bed.
- Make a Family Media Use Plan, available at: www.healthychildren.org/MediaUsePlan.

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Handout: What do Doctors Recommend to Parents¹

Children ages 0-18 months: No television or other screen time at all, except video chatting

Children 18-24 months: Only high quality screen time watched with the parent

Children 2-5 years old: No more than one hour of high quality programming a day

Children 6 and older: Limit screen time so that child has time for physical activity, social time with friends and family, homework, and gets enough sleep.

Make sure to have media free times as a family—TV off and all cell phones off and put away

¹Adapted from FROM THE AMERICAN ACADEMY OF PEDIATRICS| POLICY STATEMENT| NOVEMBER 01 2016

ACTIVITY #4: WRITING: IMAGINE A NIGHT WITHOUT SCREENS

Rationale:

As folks who have gone through power outages are well aware, time without TV and other screens changes family life. To begin to raise consciousness about alternatives to time spent on screens, both parents and their children imagine a night at home without screens and what might be fun to do instead.

Student Objectives:

- Students will be able to list several activities they and their children can do instead of watching TV or using other electronics
- Students will improve their writing or storytelling skills.

Materials:

- Handout: Writing Prompt for Imagine a Night Without Screens
- Handout: Family Homework
- Optional: Drawing paper (for family homework assignment)

Activity Outline:

1. Explain objectives.
2. Give out writing prompt. Pair students and have them spend 5-10 minutes discussing their ideas for their essay or the story they will tell the class.
3. Have students write a first draft of their essay, conference with them over corrections, and then ask them to copy their final drafts. Have students read their essays aloud to the class.
4. **Game: What Else Can Kids Do?** Divide students into teams. Give each team markers and newsprint. Tell them that their job is to write down fun things their kids can do that don't include screens. After 10 or more minutes, the team with the most fun things to do wins. Write the winning team's fun activities on the board. Other teams add additional activities. Small prizes for the winning team add to the fun of a competitive game.
5. **Family Homework:** Give out and explain the Family Homework. Parents share their essays and ask their children to also imagine a night without screens. Children make a list similar to the one their parents did of fun activities that don't involve screens. Next kids choose a favorite activity from their lists and draw a picture of it. Parents bring the completed drawings back to share with classmates.

Handout: Imagine a Night Without Screens

Directions: Imagine a night in your family in which no one could watch TV or do any computer or video games or play on their phones. How would it be different? What would your children do? Where would they spend their time? What would you and your spouse do differently? Write an essay or tell a story in which you describe what a night without screens would be like in your home.

A NIGHT WITHOUT SCREENS (WRITTEN ESSAY OR NOTES FOR STORY TELLING)

[illegible]

Handout: Family Homework-- A Night Without Screens

- 1) Share your essay or story “Imagine a Night Without Screens” with your children. Ask them what they think a night without screens would be like and talk about it with them. If any children want to write their own essays, encourage them to do so.
- 2) Have your children make a list of all the fun activities they can think of to do that **do not** involve screens. Older children can write the list themselves. Younger ones can tell you and you can write it down for them.
- 3) Give your children paper and markers or crayons. Tell them to draw a picture of their favorite activity from the list they made. Have them tell you about their pictures.
- 4) Bring the drawings into class to share with your classmates.

ACTIVITY # 5: CHOOSING GOOD TELEVISION PROGRAMS

Rationale:

A common theme in all the various articles for parents on children and TV is to help children choose high quality, age appropriate shows to watch. This is far better than allowing children to sit in front of the TV and watch whatever is on, or to flick through channels until they find something that looks interesting. With so many programs on, it is hard to know how to make those choices. As TV watching is often spread through word of mouth, parents here share their children's favorite shows and think about what it means to them that something is a good program.

Student Objectives:

- Students will learn from their classmates about good shows children enjoy.
- Students be able to use a google search to identify good television programs

Materials:

- Handout: Programs You and Your Children Like

Activity Outline:

- 1) Explain objectives.
- 2) Opening discussion questions: *How do your children choose what programs they watch? Do you help them choose? How do you know what the good programs are?*
- 3) Divide parents into small groups. Give them the handout to help guide their discussions about what programs their family likes and why.
- 4) Reconvene the whole group. Ask for the names of programs the students particularly like and that their children particularly like. Invite students to write down in their notebook some new program suggestions.
- 5) Make a separate list of student ideas about what defines a good TV program.
- 6) Have students google "What are good programs for _____ year olds" filling in the ages of their children. Circulate to help students choose from a variety of lists. Have them write in their notebooks the names of a few shows for each age group.

Handout: Programs You and Your Children Like

Directions: In your small groups, discuss the following questions. Ask one person in the group to take notes so you can report back your ideas to the whole group.

1) What TV programs or videos on the phone do your children like to watch? Why? Do you think these are good programs?

2) What TV or video programs do you like to watch? Why?

3) How would you describe a good program?

ACTIVITY #6: Introducing PBS

(Can be used/adapted for use with beginning level students)

Rationale:

Programs on Public Broadcasting (PBS) are generally educational, high quality, and have no commercials. It is good for parents to be aware of this resource.

Student Objectives:

- Students will become familiar with PBS programs.
- Students will learn to read a television program schedule.

Materials:

- Website to use: <https://www.wgbh.org/schedule-grid>

Activity Outline:

1. Explain objectives.
2. Write the following words on the board: PBS, WGBH, Channel 2. See if students have any associations with these words. Add the names of some well loved children's programs made by PBS that appear on WGBH: Curious George, Clifford the Big Red Dog, Daniel Tiger, Arthur, Molly of Dinli. Building on what students already know about PBS, show what the initials stand for (Public Broadcasting System) and explain that these are the best shows for younger children to watch. They can watch programs live on TV or they can stream on any digital device. All the programs are educational and there are no commercials. Remind them of the prior discussions (Activity #3 Pros and Cons) about the negative effects of commercials.
3. Have students practice reading a schedule while also reinforcing the names of good WGBH programs and the idea of choosing specific shows to watch. Go to <https://www.wgbh.org/schedule-grid> From there you can lead students through finding scheduled programs on different days and different times. Give them some quick problems to solve. For example: When is Daniel Tiger's Neighborhood shown? If you want to do this as a homework or individual assignment, create a worksheet with a few questions to answer about the shows and the times.
4. While still looking at the grid, ask if their children watch any PBS television programs

. ACTIVITY #7: TV/VIDEO EXTENSION ACTIVITIES

(Can be used/adapted for use with beginning level students)

Rationale:

With younger children especially, the educational value of TV can be greatly enhanced through extension activities. Here several easy to do extension activities are described. Choose one or all of them to actually do with the class. If students have done the extension activities themselves, they are more likely to remember them and do them at home with their children.

Student Objectives:

- Students will learn how to do TV extension activities that they can do at home with their children.

Materials:

- Website: <https://pbskids.org/video/>
- Copies of a children's book from which a TV program has been created, such as Curious George or Arthur.
- Paper and markers or crayons

Activity Outline:

1. Explain objectives.
2. Remind parents that when they listed the Pros and Cons of TV (Activity #3) one of the Pros was that TV can be educational. Explain what an extension activity is and that they can make TV be more educational if they do extension activities at home. Make clear that watching programs on live TV or streamed on a mobile device are the same.

.Extension Activity #1: Watch programs together and talk about them

Ask parents if they ever watch TV programs with their children. Do they talk with their children about what they are watching? What do they talk about? Remind parents of some previous activities they have done, such as talking to their children about the books asking open-ended questions, or having your child retell a story, or the importance of talking with your children. These apply to watching TV programs together too. Choose a program from [PBSKIDS.org/video](https://pbskids.org/video/) to watch together. As you watch it with your class, pause along the way to model questions you could ask to promote a conversation about the show. Examples would be:

- Who is your favorite character? Why?
- What was your favorite part of the show? Why?

- Why do you think X felt that way? Have you ever felt that way?
- Can you tell me what happened in the show?

Even if parents have not watched a particular show with their children, encourage them to ask their children about what they have watched. Children can retell the story or talk about something new they learned.

Extension Activity #2: Read the Book

Parents often don't realize that their child's favorite TV character may be based on a book. Watch an episode together of Arthur, Curious George or Clifford the Big Red Dog at <http://www.pbskids.org/video> and then read the book as a class. With beginning level students, use Clifford the Big Red Dog. As always when reading aloud, model the kinds of questions parents might ask their children. Write a list on the board of some of the TV shows that have been based on book series. The list would include:

- Curious George
- Cat in the Hat
- Arthur
- Clifford
- Martha Speaks
- Thomas the Train

Suggest that parents borrow some of those books from the library and read them to their children. Remind them they can always ask the librarian for help in finding books.

Extension Activity #3: Do an Art Activity

Suggest to parents that drawing a picture in some way related to a show is something a child can do when s/he has finished watching a program and the TV has been turned off. All they need to have on hand is paper and crayons or markers. They can suggest their children draw a picture of their favorite part of the show or their favorite character doing something. Show parents how they can go to the PBS.org website and find coloring pages and/or arts and crafts activities connected to each of the shows. Go to <http://www.PBS.org/parents> and look for **Activities**.

Extension Activity #4: Get More Information

Many parents report that they and their children like the animal shows on Discovery Channel. There is also a popular PBS KIDS show called **Wild Kratts** which focuses on animals parents might want to introduce to their children. Suggest that if children have watch a program on say hippos, or baboons, parents and children can go on the internet together to find more information about those animals. Do this together in class to demonstrate. For instance, if you Google *Baboons*, you quickly find a wonderful National Geographic website.

ACTIVITY #8: When Should My Child Get a Smart Phone?

(Can be used/adapted for use with beginning level students)

Rationale:

Deciding to allow your child to have a cell phone is a big decision. There is no perfect age, although most experts recommend waiting until a child is between 12-14. Here parents are helped to understand some of the pros and cons and how to consider whether their child should have a smartphone and what parental controls are available to them.

Student Objectives:

- Students will decide what age they think their children should get a smartphone.
- Students will be able to name one pro and one con of children using smartphones before they are in middle school.
- Students will be able to explain what a parental control is.

Materials:

- Quiz Activity: Is Your Child Ready for a Cell Phone? (In English and Spanish)
<https://screenready.att.com/digital-parenting/>
- Article in English and Spanish: <https://childmind.org/article/when-should-you-get-your-kid-a-phone/>
- Handout: Learn from Each Other About Parental Controls
- Resource Site for Teachers and Parents: <https://www.common sense media.org/> (in English and Spanish)
- Handout: Common Sense Media Homework

Activities:

1. Explain objectives.
2. Brainstorm: *How is a cell phone different from TV or a computer?*
3. Ask students to write down on a piece of paper at what age they think a child should get a cell phone. Have the class go around and share their answers.
4. Pros and Cons of children having cell phones. Have students work on this in pairs and then make a list of ideas on the board. Try to make sure the following negatives are considered.
 - Exposure to harmful, age-inappropriate material
 - Encountering predators who use deception to meet children online (often through seemingly innocuous apps and games)

- Vicious cyber-bullying by young people using cell phones and social media sites.
 - Young children who use a lot will become accustomed, addicted.
5. [Quiz Activity](#): This cell phone readiness quiz was jointly developed by the American Academy of Pediatrics and AT&T. Model filling out a sample quiz for the class and point out the advice you are given at the end. Then have students do this independently on their phones in either Spanish or English.
 6. [Reading: When Should You Get Your Kid a Phone](#)- The Quick Read version of this article is recommended. If your students are high intermediate, you could read with them the full version as they listen simultaneously to the audio. Encourage Spanish speakers to also read the article in Spanish.
 7. See if students know what the cell phone policy is at their children's schools. Go around in a circle and share. If some parents in the class do not know, ask how they could find out. Use an assistant or an advanced student to do a role play of a parent calling the school and asking.
 8. Write keyword **Parental Controls** on the board. Ask *What does this mean?* Ask for a show of hands: *Who uses parental controls on your child's phone?* Divide the class into groups of four, making sure to include in each group a parent who uses Parental Control Apps. Choose a facilitator for each group. Distribute the handout with the discussion questions or write the questions on the board re parental controls.
 9. Homework or Follow Up: Have parents go to www.common sense media.org. Change the language to Spanish if desired (top right of home screen). Click on Parent Tips and FAQ's. Parents should explore the topics they are interested in and fill out the CommonSense Media homework sheet.

Handout: Learn from Each Other About Parental Controls

Directions: In your small groups, discuss these questions about parental controls. Teach each other what you know.

1. Do you use parental control apps on your child's phone? Laptop? TV?
2. What are the apps you use?
3. Show each other the apps you use and talk about what they do and how they work.

Handout: Commonsense Media Homework

1. Go to www.common sense media.org
2. Click on Parent Tips and FAQ's
3. Choose whether you want to read the tips in English or Spanish
4. Choose a topic you are interested in. What topic did you choose?

5. Choose an age group you are interested in. What age group did you choose?

6. What is something you learned: _____

ACTIVITY #9: SUMMARY: HAVING A MEDIA PLAN

(Can be used/adapted for use with beginning level students)

Rationale:

Because limiting TV and screen time is so important in promoting healthy development and school success, the unit ends with several videos which summarize some of the content of preceding activities and asks parents to attempt using the new American Academy of Pediatrics (AAP) on-line Media Plan tool.

Student Objectives:

- Students will be able to name at least two things they can do to limit screen time.
- Students will identify one new strategy for limiting screen time that they plan to try.
- Students will increase their ability to get meaning from an English language video.
- Students will practice filling out an on-line form,

Materials:

- Video: [How Much Screen Time is Too Much for Children?](#)
- Video: [For Kids, How Much Screen Time is Too Much \(NPR\)](#)
- On-line activity: [Making a Family Media Plan](#)
- Handout: [How Screen Time Affects Your Child](#)

Activity Outline:

1. Explain objectives
2. Explain that the four minute video “How much screen time is too much for children?” will review many of the issues about screen time the unit has focused on, including the 2016 recommendations from the American Academy of Pediatrics (AAP). Assure students that they will get to watch the video several times.
3. Show the video. Go to link above or have parents go to You Tube and search for it by title, “Ideally the class will watch it as a group and you can pause frequently to paraphrase and repeat content, as the language is not easy. Make sure to use the closed caption option as you watch it and slow down the speed. Watch the video at least through twice.
4. When students feel they have seen the video enough times to understand it, have them each write down at least one thing they remember from the video. Write what students remembered on the board as they share what they have learned.
5. View two minute NPR video “For Kids, How Much Screen Time is too Much?” After

watching it several times, write the video's motto on an easel pad and discuss what it means. Ask students whether they like this quote. wonderfully borrowed from the famous Michael Pollan rules about healthy eating. Have them copy it in their notebooks and post it on a classroom wall.

***Enjoy Screens
Not too much
Mostly together***

6. AAP Media Use Plan. Show parents how to link to [the Media Use plan](#) on either a tablet or a smartphone and work on filling it out. Spanish speakers in the class should do it in Spanish. For students who speak a home language other than Spanish, they will need to be at a high intermediate level to do it in English.

7. When students finish their plans, you can print them out for them to keep.

8. Review the new 2016 AAP recommendations for screen times which are on the bottom of the handout: [How Screen Time Affects Your Child](#). Students read and discussed this in a previous activity. The handout is included here again.

9. Summary: Have students name one new strategy they definitely plan to use to limit their kids' screen time.

Follow-Up:

- Give Spanish speaking students articles to read independently in Spanish to reinforce ways to control screen time.. One good article for parents about technology in the home (and a good bilingual site in general) is <https://www.colorincolorado.org/es/families/tecnolog%C3%ADa-en-el-hogar>
- Have students work together on a poster/art project for the classroom with the unit mantra:

***Enjoy Screens
Not too much
Mostly together***

Handout: How Screen Time Affects Your Child²

6. Too much screen time interferes with other more healthy activities:

- physical exercise
- reading
- doing homework
- spending time with family
- spending time with friends
- playing

7. Children who spend more than four hours a day in front of screens are more likely to be overweight.

8. By the age of 18, most American children have seen more than 200,000 acts of violence on TV. For some children, seeing so much violence can lead to behavior problems, difficulty sleeping, and anxiety.

9. Children in the U.S. see 40,000 commercials a year. Children under six often cannot tell the difference between a show and a commercial. Children under eight often do not understand that commercials are designed to make them want to buy things, even if those things are unhealthy like sweetened cereals

10. TV and video games are full of sexual content. Studies have shown that if teens watch a lot of sexual content on television, it may encourage them to start sexual activity themselves at a younger age.

WHAT DO DOCTORS RECOMMEND TO PARENTS?

Children ages 0-18 months: No television or other screen time at all except video chatting.
Children 18-24 months: Only high quality screen time watched with the parent
Children 2-5 years old: No more than one hour of high quality programming a day
Children 6 and older: Limit screen time so that child has time for physical activity, social time with friends and family, homework, and gets enough sleep. **Make sure to have media free times as a family—TV off and all cell phones put away**

² Adapted from “How TV Affects Your Child,” Kids Health website, and 2016 AAP Electronic Media guidelines
<http://kidshealth.org/pare>