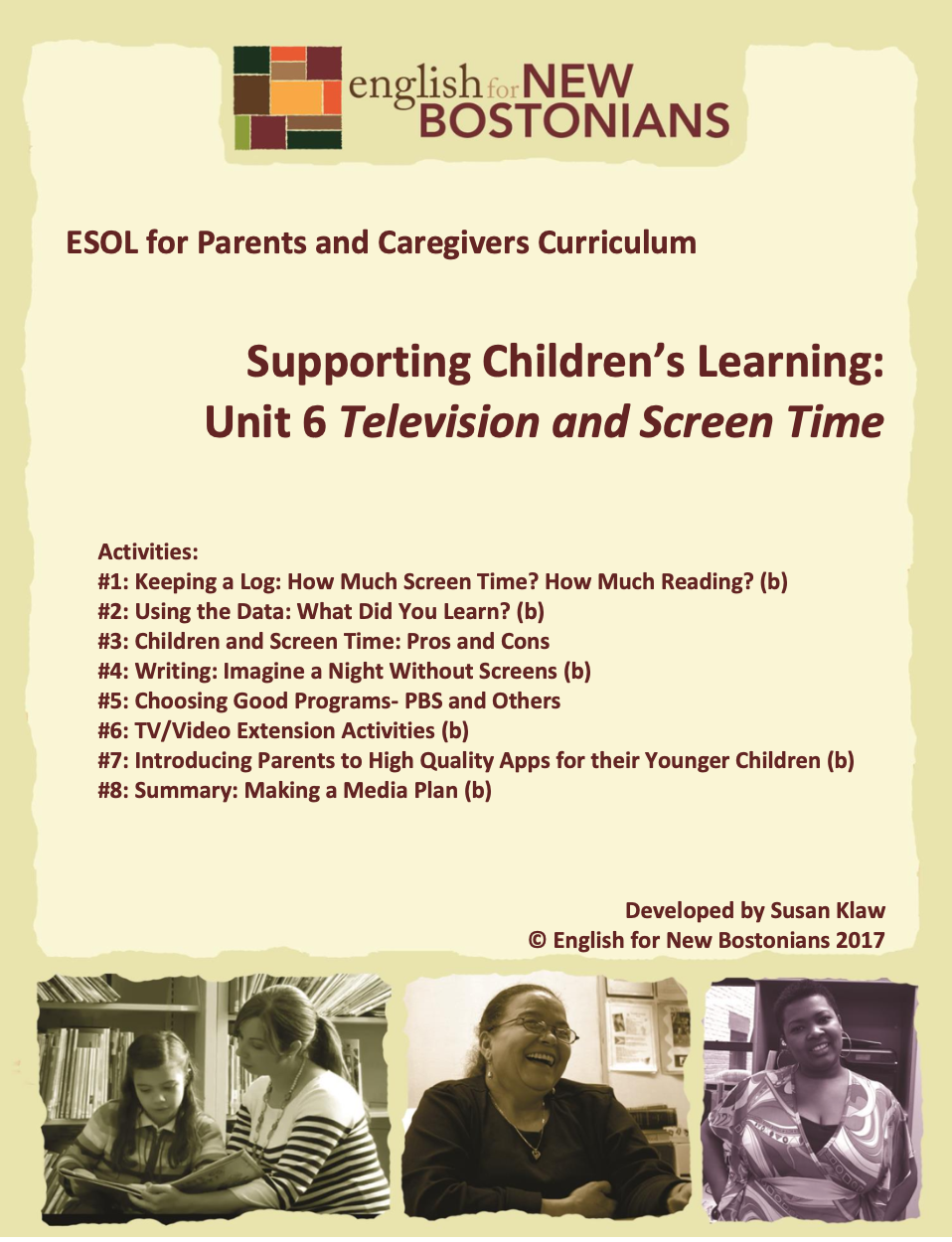
**About English for New Bostonians**

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/caregiversto 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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Television and Screen Time: Topic 3 Unit 6 Page 2 ©English for New Bostonians 2017

**ACTIVITY #1: KEEPING A LOG: HOW MUCH SCREEN TIME? HOW MUCH READING?**

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

| ***Note to teachers:*** *This activity should be done a week before you plan to start this Television and Screen Time Unit because it asks parents to keep a log for a week of their family TV watching and reading habits. What they learn from this exercise is intended to inform the succeeding activities.* |
| --- |

**Rationale:**

According to a recent 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 2 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. Excessive use of digital media is 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 understand the need to limit their children’s screen time. Keeping a log for a week gives parents facts about their family’s digital media habits.

A good motto for this entire unit is the following, formulated by NPR reporter Anya Kamenetz based on the well known Michael Pollan rules about nutrition:

**Enjoy screens**

**Not too much**

**Mostly together**

**Student Objectives:**

∙ Students will be able to quantify the amount of time they and their children spend on screen time each week.

∙ Students will complete an independent data collecting assignment.

**Materials:**

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∙ Handout: How Much Screen Time? How Much Reading? A Log to Fill Out ∙ Index cards

**Activity Outline:**

1. Explain objectives.

2. Explain that you will start a unit on Television and other Screen Time the following week. The goal of the unit will be to think about pros and cons of television and computer games and to learn ways to limit screen time. This assignment for them to do at home during the next week will help them prepare for the unit.

3. Write Screen Time on the board and clarify the concept, e.g. any time spent in front of an electronic device for entertainment. Time spent on-line doing homework or searching for information from websites doesn’t count. Sometimes the term digital media is also used.

4. Give out index cards. Ask students to estimate 1) how much TV they watch each week, 2) how much TV their children watch each week, and 3) how much time their children spend each week on various computer games. Have them write their estimates on the index card and then share those estimates with their classmates. Tell them that when they complete their log, they will know the actual amount and can compare it with their initial estimate. Collect the cards to save and refer back to the following week. Make sure student names are on the cards.

5. Write and clarify key words which relate to the handout.

log to fill out

chart to record

data to estimate

6. Distribute the Handout: How Much Screen Time? How Much Reading--A Log to Fill Out. Go over it, highlighting the key words as they appear in context. Read directions carefully, stressing as always the importance of reading and understanding directions. Show an example on the board of how to fill in the chart. Tell students it will be most accurate if they fill in the data daily. Note that collecting data is something their children are learning to do as early as K2.

7. Remind students over the next few days to continue to complete their logs at home. Tell them when they should bring the completed logs into class.

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**Handout: How Much Screen Time? How Much Reading? A Log to Fill Out**

| **Directions:** Record the amount of time spent on television and other screen time every day. Record the amount of time spent on reading every day. Do this every night before you go to bed. Fill in the times (1 hour, 2 hours, ½ hour, etc.). Write it in hours, not minutes. Next week, you will report on your results. |
| --- |

|  | **You**  TV Other Screens Reading | **Child # 1:**  TV Other Screens Reading | **Child #2:**  TV Other Screens Reading |
| --- | --- | --- | --- |
| Tues. |  |  |  |
| Wed. |  |  |  |
| Thurs. |  |  |  |
| Fri. |  |  |  |
| Sat. |  |  |  |
| Sun. |  |  |  |
| Mon. |  |  |  |
| **Total**  **Hours** |  |  |  |

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**ACTIVITY #2: USING THE DATA—WHAT DID YOU LEARN? (Can be used/adapted for use with beginning level students)**

**Rationale:**

Some parents have never thought about whether their children watch too much on screens. Using their own family data and comparing it with that of their classmates and national statistics will help give them a sense of how much is too much.

**Student Objectives:**

∙ Students will assess whether their children spend too much time on screens. ∙ Students will get practice in taking notes.

∙ Students will improve in oral use of the third person.

**Materials:**

∙ Completed Screen Time/ Reading Logs

∙ Handout: Screen Time /Reading Questions to Discuss with a Partner **Activity Outline:**

1. Explain objectives.

2. Opening discussion questions, referring to the completed Logs:

∙ Were you surprised by anything you learned?

∙ Did anyone in your family spend more time reading than watching TV? ∙ How many people think their children spend too much time on screens? (Show of hands).

3. Pair up students to discuss their logs, using the Handout: Screen Time/Reading Questions to Discuss with a Partner. Tell them that they will have report back to the group something their partner said. They don’t need to write down everything their partner says, but they might want to take some notes. Show an example on the board of what it means to take notes. Have students report back what they learned. To keep the report-back from going on too long, have each student report back on only one of the questions.

4. Return to the question asked at the beginning of class, *How many people think their children spend too much time on screens?* Ask for a show of hands again.

**Follow-Up:**

If parents have not already shared the logs with their children, have them do so, first asking their children to guess how much TV they watch a day and watch a week.

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**Handout: Screen Time/Reading Questions to Discuss with a Partner**

| **Directions:** Ask your partner the following questions. The answers come from the Screen Time/ Reading Log you both filled out. Listen to what your partner says. Take notes to help you remember. When you report back to the class, you will share your partner’s answers, not your own. |
| --- |

1) Who watches more TV, you or your children? What kind of programs do you like to watch? What kind of programs do your children like to watch?

2) Which of your children watches the most TV? How old is that child? How much does he or she watch? Does she/he have a TV in her room?

3) Do your children spend more time watching TV or playing on computers or phones?

4) How much time do your children spend reading independently? How much time do you spend reading to your younger children? What kinds of books do your children like?

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**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 television 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 TV on children.

∙ Students will learn how to use a Pro/Con structure for weighing benefits.

**Materials:**

∙ Handout: How Screen Time Affects Your Child.

Note: The handout is a summary from an article on the excellent KidsHealth.org website entitled, “How Media Use Affects Your Child.” While too long and difficult for most ESOL classes, it is recommended background reading for teachers. http://kidshealth.org/parent/positive/family/tv\_affects\_child.html#

**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 for 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 watching TV or on other screens.

∙ Also raise the concept of screens being addictive for some children and some adults. Most parents will recognize the differences within their own families. One child may be glued to the TV set while it is on, while another seems to take it or leave it.

5. Summarize: Ask students to look at the pros and cons and decide whether they think television is more of a positive or a negative thing.

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6. Distribute the Handout: How Screen Time Affects Your Child. 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*? Ask, *Would it be easy or hard to follow the doctor’s recommendations*? Review those recommendations again and then 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.

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**Handout: How Screen Time Affects Your Child1**

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

∙ physical exercise

∙ reading

∙ doing homework

∙ spending time with family

∙ spending time with friends

∙ playing

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

3. 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.

4. 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

5. 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 off and put away** |
| --- |

1Adapted from “How TV Affects Your Child,” Kids Health website, and 2016 AAP Electronic Media guidelines http://kidshealth.org/parent/positive/family/tv\_affects\_child.html#

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**ACTIVITY #4: WRITING: IMAGINE A NIGHT WITHOUT SCREENS (Can be used/adapted for use with beginning level students)**

**Rationale:**

As folks who have gone through power outages are well aware, time without TV and other electronics 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 their favorite activity from their lists and draw a picture of it. Parents bring the completed drawings back to share with classmates.

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**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)**

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**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.

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**ACTIVITY # 5: CHOOSING GOOD TELEVISION PROGRAMS—PBS AND OTHERS**

**Rationale:**

A common theme in all the various articles for parents on how to make television watching a positive experience is that parents should help children choose specific programs to watch, and, when possible, watch with them. 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. Finally, PBS is recommended as the best and easiest way for parents to find educational programs for their children.

**Student Objectives:**

∙ Students will learn from their classmates about good shows children enjoy. ∙ Students will learn that they should help their children choose specific programs. ∙ Students will learn that PBS programs are educational and good to choose.

**Materials:**

∙ Handout: Programs You and Your Children Like

∙ Websites to use: www.wgbh.org/schedule

**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) Introducing PBS: 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.** Building on what students already know

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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 on live TV or they can stream them on any computer or mobile device. All the programs are educational and there are no commercials. Ask them to recall prior discussions (Activity #3 Pros and Cons) about the negative effects of commercials. In Boston, PBS programs are shown primarily on WGBH, Channel 2. Review the list of programs children and parents like and see how many are PBS/WGBH programs. Ask students if there are other PBS programs their children like or used like when they were younger.

7) Reading a WGBH schedule: Students can practice using a WGBH schedule either online, or from printed out portions of the schedule.

∙ On computers or phones, go to www.wgbh.org/schedule. Or click on KIDS and then click on Kids TV Schedule. From there you can lead students through finding the scheduled programs on different days and different times and give them some quick problems to solve. For example: When is Daniel Tiger’s Neighborhood shown on Tuesdays?

8) Summary discussion questions: *If your children were limited to watching one hour per day of television, would they choose programs differently than they do now? How could you help them?* Remind them that all of the WGBH programs are educational so those are good programs to choose. Most appear on Channel 2.

**Follow-Up:**

∙ Encourage parent to explore PBS KIDS to see the range of videos and games available for their children. Activity #7: Introducing Parents to High Quality Apps for their Younger Children structures ways for parents to explore these digital materials.

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**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?

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**ACTIVITY #6: 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: www.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, having your child retell a story, the importance of talking with your children. These apply to watching TV programs together too. Choose a program from 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?

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∙ 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 is based on a book. Choose a PBS show parents have said their children liked (Activity # 5). Watch an episode together, or watch a short a clip of an episode at www.pbskids.org/video and then read the book as a class. As always when reading aloud, model the kinds of questions parents might ask their children about the story. 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. Using the computer lab or a projector, 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 www.PBS.org/parents and click on Fun & Games.

∙ **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 new, very popular PBS KIDS show called Wild Kratts which focuses on animals parents might want to introduce to their children. Suggest that if their children have watched a program on, for example, hippos, or baboons, they 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

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wonderful National Geographic website. Or they can go to the library and find a book about African animals. The point is to help their children learn more about something a show has sparked an interest in.

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**ACTIVITY #7: INTRODUCING PARENTS TO HIGH QUALITY APPS FOR THEIR YOUNGER CHILDREN**

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

**Rationale:**

| Because the latest guidelines from the American Academy of Pediatrics recommends that children 18-24 months only watch high quality digital media with their parents and children 2-5 years old watch no more than one hour of high quality digital programming a day, it is important for parents to be familiar with educational apps that they can share with their children. |
| --- |

**Student Objectives:**

∙ Students will download a minimum of four PBS apps onto their mobile device: ∙ Students will be familiar with these apps and how to use them

∙ Students will use these apps with their youngest children

**Materials:**

∙ As many tablets and mobile phones as possible

∙ Headphones

∙ Laptop and projector

∙ WiFi

∙ PBS KIDS apps

o PBS Parents Play and Learn

o PBS Parents Play and Learn Science

o PBS KIDS Videos

o Photo Stuff with Ruff

∙ Handout: Worksheet for PBS Apps: For Parents with Kids Ages 2-8

∙ Handout: Using PBS Apps with your Children at Home

**Activity Outline:**

| ***Note to teachers:*** You will want to explore and play with all these apps yourself in advance. Ideally, you will allow at least 30 minutes to explore each of the four apps listed above. The activity can be done in one full class or spread out over several classes. It would be best to  choose a day when you have volunteers or tutors in the room. Alternatively, you could choose a couple of more technologically literate students and demo the apps with them ahead of time. Then their job could be to help other students as they explore the games during the class activity. |
| --- |

1. The day before this activity, ask students to bring in whatever mobile devices they have at home plus their own headphones. Have extra tablets available for students to use.

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2. Explain objectives

3. Write the app names on the board (see Materials) and have students download them. Encourage students to help each other.

4. Distribute the handout-- Worksheet for PBS Apps: For Parents with Kids Ages 2-8. There is no need for students with older children to fill this out, as it is designed to help parents remember which videos or games they might like to watch or play with their own kids at home. Have students make notes on the worksheet after they explore each app.

4. Introduce students first to the PBS KIDS videos, because these you can project from a laptop and demo as a group. Explain how you can use this website/app to view live TV, watch video of any of your children’s favorite characters, or find games and video clips involving any of the characters. Have students select a favorite PBS KIDS character from the icons on the screen and show them various ways to watch or interact with that character. Watch a couple of video clips together as a group and model pausing and asking questions, just as you do when modeling reading children’s books aloud. Stress with parents that watching videos together with their children and talking about the videos makes them much more educational.

5. Depending on how you decide to structure introducing parents to the other three apps, you can either explore them simultaneously, in three different stations which students circulate among, or explore them sequentially. For the first approach you need extra people who are already familiar with the apps. Allow at least 30 minutes for each of the apps.

| ***Note to the Teachers:*** If you have Spanish speaking students in your class, make sure they are aware of the option in PBS Parents Play and Learn or PBS Parents Play and Learn Science to change the app to Spanish. Our recommendation is to play the games in Play and Learn in English, but view the text heavy parent tips, activities and resources in Spanish. We also recommend doing the science games in Play and Learn Science in Spanish because students are not likely to know the science vocabulary and thus won’t be able to talk with their children about what they are learning. |
| --- |

6. For each of the apps, ask students the same questions as they explore the apps:

o What age children would like these games?

o What would your children learn from this?

o What could you learn from this?

Especially if students are working on tablets, you might pair them to explore together. Remind those parents with children under 8 to fill out the worksheet.

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7. Ask parents to try out their favorite games and videos with their kids at home and report back to the class what they did. Or, if this is possible, have a parent/child activity in which parents and kids together explore the app in the classroom, or in a special family literacy activity time, and then assign family homework to reinforce using the apps at home.

**Follow-Up:**

∙ Have parents explore other apps through www.pbskids.org/apps/ either in class or at home. Ask them to report back to their classmates and share an app they liked, what age child it would be good for, and what a child could learn from the app.

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**HANDOUT: Worksheet for PBS Apps: For Parents with Kids Ages 2-8:**

**PBS Videos:**

***Which videos or TV shows do want to watch with your child at home?*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**PBS Parents Play and Learn:**

***Which games would you like to do with your child? Circle ones you liked.***

∙ At the Zoo

∙ Kitchen

∙ On a Bus or Train

∙ BathTime

∙ In the garden

∙ Play Time

∙ Restaurant

∙ Playground

∙ At a Party

∙ In Town

∙ Grocery Store

∙ In the Car

∙ Library

∙ Stickers

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**PBS Parents Play and Learn Science**

***Which of the science games would you like to do with your child. Circle ones you liked:***

∙ Explore the roll/Explora como rueda

∙ Hit the Target/Dar en el banco

∙ Surface Challenge/Desafío de superficie

∙ Exploring Shadows/Explorar las sombras

∙ Shadow Scenes/Escenas de sombras

∙ Guess the Shadow/Adivina la sombra

∙ Read the temperature/Lee la temperatura

∙ Weather Controller/Controlador del clima

∙ Thermometer Picking/Elección de termómetre

∙ Photo Weather/Foto del clima

∙ Gear Up/A Vestirnos

∙ The Amazing Umbrella/El Asombroso paraguas

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**HANDOUT: Using PBS Apps with your Children at Home**

**1. Look at the worksheet you did. Try the apps you liked with your kids. Remember, this is a parent-child activity. Don’t just hand the phone to your children to play alone.**

**2. Answer the following questions to share in class:**

∙ **What games did you do?**

∙ **Was there one game your child really liked?**

∙ **What is one thing your child learned?**

∙ **What videos did you watch?**

∙ **Is there one PBS character your child really likes?**

∙ **What is one question you asked your child?**

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**ACTIVITY #8: SUMMARY: MAKING 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 summarizes 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?

https://www.youtube.com/watch?v=OtvfUFtJ1OE

∙ Video: For Kids, How Much Screen Time is Too Much (NPR)

https://www.youtube.com/watch?v=wtbdqIds\_3c

∙ On-line activity: Making a Family Media Plan

https://www.healthychildren.org/English/media/Pages/default.aspx ∙ 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?” 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 “How Much Screen Time is Too Much,” Ideally the class will watch it as a group and you will 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. 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 go around sharing what they have learned.

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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. The AAP Media Use Plan exercise: Time Calculator: for this exercise, you will need a projector. Explain to students that the AAP has devised a Family Media Use Plan tool to help parents limit screen time. One tool is the calculator which helps you see how much time your children spend on various activities. Go to

www.healthychildren.org/mediauseplan and click on calculator. Ask for a volunteer to share one of her kid’s average days and watch what happens when you adjust the different categories. Have another parent with either an older or a younger child do the same.

7. AAP Media Use Plan: Individual Media Plans: Here you will need a computer lab and a printer. Show parents how to link to the Media Use plan and have them work on filling it out. They can do the form in either English or Spanish. If a student is a native Spanish speaker, we recommend doing the form in Spanish. Circulate to help as students do this. Go to www.healthychildren.org/mediauseplan

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

9. 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.

**10.**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 TV watching. Good articles include:

∙ “Hábitos saludables para la television, los videojuegos e Internet,” http://kidshealth.org/parent/en\_espanol/emociones/tv\_habits\_esp.html ∙ “La Televisión y los Videojuegos,”

∙ http://espanol.onetoughjob.org/salud-y-seguridad/consejos-tecnologicos/la television-y-los-videojuegos

∙ “Supervise el use de la television y los juegos electrónicos,”

http://www.colorincolorado.org/articulo/26569/

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**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 to as a family—TV off and all cell phones put away** |
| --- |

2Adapted from “How TV Affects Your Child,” Kids Health website, and 2016 AAP Electronic Media guidelines http://kidshealth.org/parent/positive/family/tv\_affects\_child.html#

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