Lesson Focus 3: Screen time versus Green time

This focus will enable students to:

• recognise that excessive time engaged with technology can have negative effects
• recognise that time spent outdoors can have positive effects on health and wellbeing
• understand the importance of leading a balanced lifestyle

35 minutes

WA HEALTH AND PHYSICAL EDUCATION SYLLABUS:

Being healthy, safe and active

• Strategies that promote a safe, healthy lifestyle, such as:
  - Increasing physical activity
  - Being safe in an online environment

Contributing to healthy and active communities

• Preventive health measures that promote and maintain an individual's health, safety and wellbeing, such as:
  - Meeting physical activity recommendations

Understanding movement

• Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing:
  - Improved concentration

WA TECHNOLOGIES – DIGITAL TECHNOLOGIES SYLLABUS:

Collaborating and managing

• Work independently, or collaboratively when required, to plan, safely develop and communicate ideas and information for solutions

PREPARATION AND MATERIALS

• Projector to show media clip as a class
• Pens

CONTENT

Discussion: Character Interview — Gaming
(ACPMP064)

⏱ **15 minutes**

Managing Ourselves Online

Provide character backgrounds as a reminder for Dean and Joel:

Joel likes playing Star Warriors, a multiplayer online computer game. His gamertag is 'Blaster'. Joel is determined to reach level twelve. He plays the game when he should be doing homework. Playing the game late at night causes him to fall asleep in class. In what ways has playing Star Warriors possibly affected Joel's wellbeing? How can Joel better manage his time gaming?

Dean likes playing Star Warriors, a multiplayer online computer game. His gamertag is 'Shield Bearer 9'. Dean is determined to reach level twelve. Playing the game is affecting his behaviour at home and at school. He is spending less time with his friend Harry and not communicating well with others in his life.

Play the character interview with Dean

1. Show the video **Character Interview — Gaming**
   https://www.esafety.gov.au/educators/classroom-resources/gameon/meet-the-characters

2. Focus on characters Dean and Harry and the potential negative outcomes from their 'gaming'.

3. Use the following questions to evoke discussion:
   • Why has Dean decided to change his gaming behaviour?
   • What does Harry mean when he says, 'It's like the old Dean's back'?
   • What has Dean learnt about balancing his time gaming with other activities in his life?

Teacher's Tip: Dean knows he was spending too much time online playing Star Warriors. He admits that staying up late at night playing the game made him tired and grumpy. Now that Dean isn't playing Star Warriors all the time, he is hanging out with his friends. Dean's friend Harry is happy that he has the old Dean back.

Discussion: Screen Time versus Green Time

(ACPPS058) (ACPMP064) (ACTDIP022)

🕐 **10 minutes**

Managing Ourselves Online

Teacher's Tip: Screen time is defined as the time spent watching TV or DVDs, or using any devices such as a computer, playing video or hand-held computer games, and using a mobile phone. Too much screen time can have a negative impact on a person's physical, social and emotional health, whereas time spent outdoors can have a positive impact on these health outcomes.

It is recommended that children participate in at least 60 minutes (and up to several hours) of moderate-to vigorous-intensity physical activity every day.

The below discussions encourage students to explore the positive impact of a balanced lifestyle. The following activity can be run in a variety of different ways. You can choose the option that works best for you and your class:

Unplugged: Class discussion guided by the questions below.

Plugged: To support students development of skills in an online forum, a resource like Padlet (www.padlet.com) could be used, allowing you to pose these questions and provide time for students to share their thoughts and have an online discussion.

Are you spending more time online than you are spending outside?

Encourage students to:

• Discuss if or when they spend more time online than being active outside.
• Make a list of the possible positive consequences of more time spent outdoors and socialising with people face to face.

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Extension Activities

(ACPPS054) (ACTDIP022)

🕐 **10 minutes**

**Managing
Ourselves
Online**

OPTION 1

If gaming is mentioned by a lot of the class:

• For the games being commonly played by some of the class, what are the age limits?
• Why do games set age limits?
• In what ways do your parents limit your gaming play?
• Do you ever lose track of the time when you are playing a game? Do you ever get frustrated when you can't finish a level? Do you ever get annoyed when you have to stop playing before you reach a save point? Do you forget to eat and/or put off going to bed when you are gaming?
• As a class make a mind map that show ways you can enjoy gaming but also limit the risks associated with excessive electronic gameplay.

OPTION 2

How much screen time is too much?

• How much is 'too much' when it comes to use of digital technology for people your age?
• In what ways do you limit your screen time?

The following webpage may be useful for students to explore:

https://www.esafety.gov.au/young-people/spending-too-much-time-online

Teacher's Tip: The following activity can be run in a variety of different ways. You can choose the option that works best for you and your class:
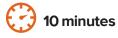
👥 **Unplugged:** As a class make a mind map to show ways you can enjoy being online but also limit the risks of spending too much time in front of screens.

📶 **Plugged:** Students could create a mind map using a brainstorming application like Popplet (www.popplet.com) to demonstrate their thoughts.

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Connection with home

Teachers may like to share the following information with parents:

Today your child learnt about **screen time versus green time** as part of the curriculum for the Cyber Friendly Primary Schools project run by the Telethon Kids Institute.

This lesson focus enabled students to:
• recognise that excessive time engaged with technology can have negative effects
• recognise that time spent outdoors can have positive effects on health and wellbeing
• understand the importance of leading a balanced lifestyle

Parents are encouraged to access the Cyber Friendly Primary Schools website which provides tips and strategies for families to help children develop positive online social and emotional learning skills:
cyberfriendlyprimary.telethonkids.org.au

Additional resources

Website	Explanation
https://www.esafety.gov.au/educators/classroomresources/gameon/meet-the-characters	Character Interview – Gaming (01:07 – video)
https://www.esafety.gov.au/young-people/spending-too-much-time-online	Spending too much time online

Lesson 3 – Teacher Reflection

Syllabus content	Australian curriculum	Digital SEL skills lesson content	Assessment examples
Being healthy, safe and active			
Strategies that promote a safe, healthy lifestyle, such as: • Increasing physical activity • Being safe in an online environment	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)	Managing Ourselves Online: • Managing their feelings, emotions and moods and setting rules and limits online	• Extension Activities
Contributing to healthy and active communities			
Preventive health measures that promote and maintain an individual's health, safety and wellbeing, such as: • Meeting physical activity recommendations	Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)	Managing Ourselves Online: • Managing their feelings, emotions and moods and setting rules and limits online	• Discussion: Screen Time versus Green Time
Understanding movement			
Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing: • Improved concentration	Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing (ACPMP064)	Managing Ourselves Online: • Managing their feelings, emotions and moods and setting rules and limits online	• Discussion: Character Interview – Gaming • Discussion: Screen Time versus Green Time
Collaborating and managing			
Work independently, or collaboratively when required, to plan, safely develop and communicate ideas and information for solutions	Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)	Managing Ourselves Online: • Managing their feelings, emotions and moods and setting rules and limits online	• Discussion: Screen Time versus Green Time • Extension Activities