

Hooked: Your Brain on Digital Media

1. Inquiry Task & Question

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What is the first thing you do when you wake up?

The last thing you do before you go to bed?

- Did your answer have to do with your cell phone/digital media?
- What are some reasons you use digital media?
- How can digital media use be positive? Negative?

Select the image on the right to **examine an infographic on *Media Use by Tweens and Teens***.

Discuss with a partner:

- Do you see yourself and your peers reflected in the infographic data? Be sure to look at these sections:
 - Average daily media use
 - Surprise!
 - Many media activities make up a media diet

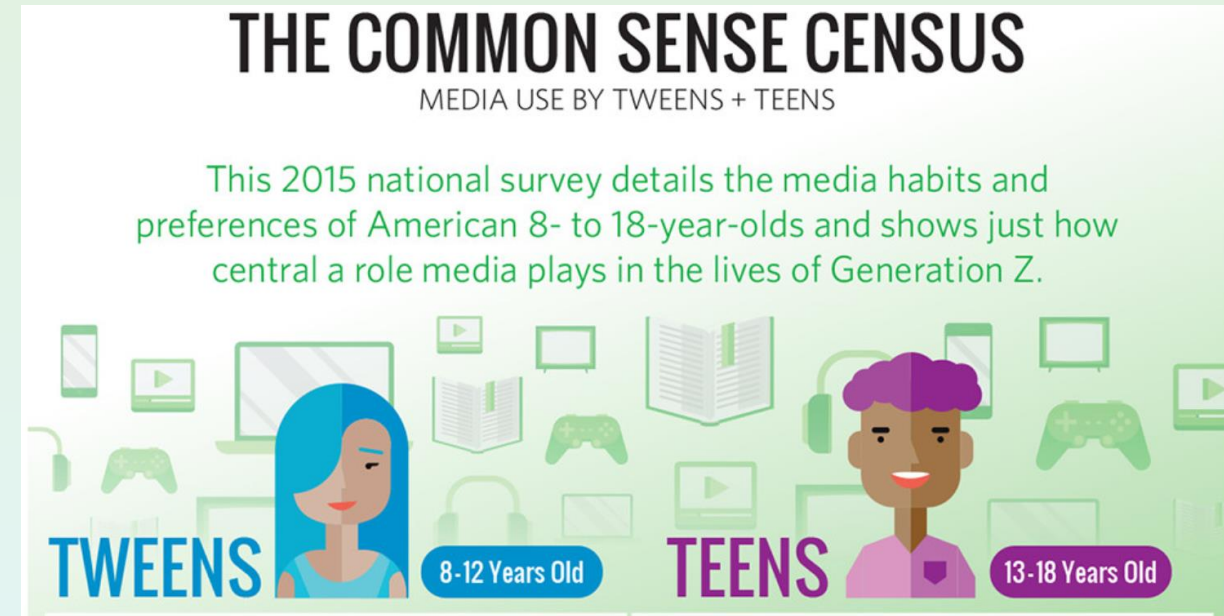


Image Source: [Common Sense Media](#)

In this Slam Dunk, you will use multiple information sources to help you build an answer to the inquiry question:

How does digital media impact your brain?

2. Information Sources

Choose several of the information sources linked here which discuss digital media usage and the brain to complete the Student Activity on Slide 3. Everyone should read the first brief article and then choose at least 3 additional sources.

Everyone must read:

- [Dopamine](#) (World Book) *You may need to authenticate login to databases by clicking BCPS Digital Content in the [Apps Portal](#).

Choose three:

- [Digital Dopamine: When “delightful” becomes a drug](#)
- [Dopamine, Smart Phone, & You: A Battle for your time](#)
- [Teens: This is how social media affects your brain](#)
- [Digital addiction: how technology keeps us hooked](#)
- [Social Media apps are ‘deliberately’ addictive to users](#)
- [Study on effects of cell phones on kids reveals stunning results](#)
- [Six ways social media negatively affects your mental health](#)



Digital media opens a whole new world for people, but there are some negative consequences associated with its use.

3. Student Activity

Use selected information sources on Slide 2 to complete this activity.

Use this [graphic organizer](#) or [NoodleTools](#) note cards to help you sort through each source's main idea/claim and supporting evidence, and to summarize the information in your own words. Focus on information that helps you to respond to the inquiry question.

Cite your sources using NoodleTools.

You may collaborate with a partner to help you sift through each source's information. You may use the collaboration functionality of Google Docs or NoodleTools to share your notetaking.

You will be using your notes to create a PSA for the Assessment Activity on Slide 4.

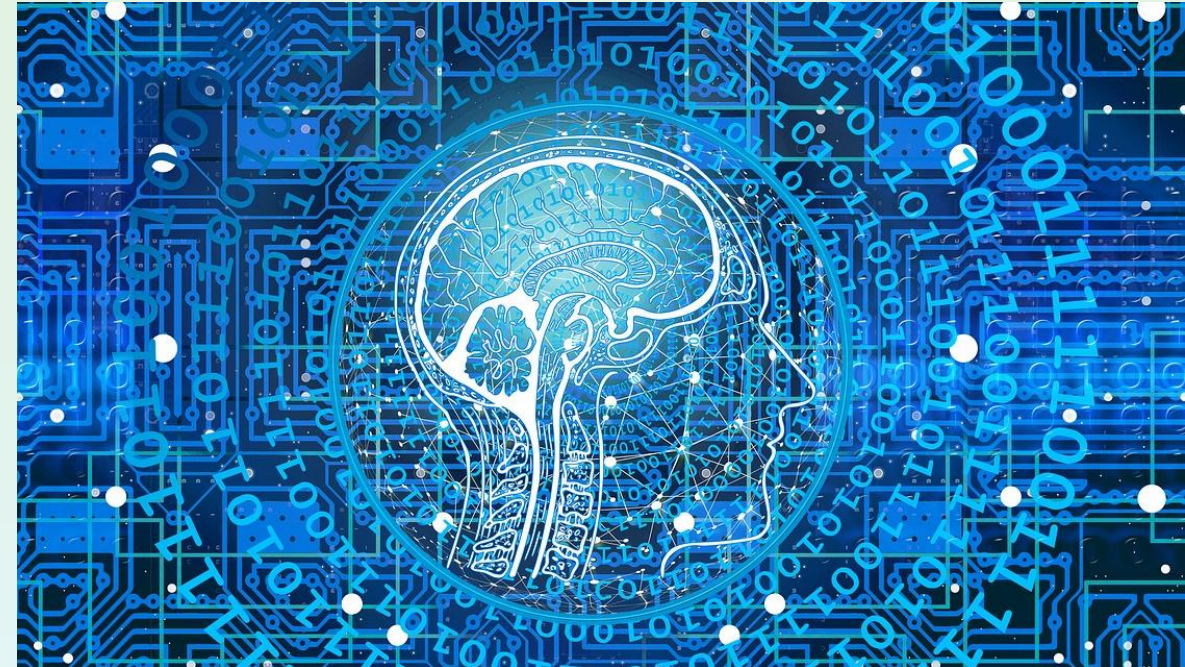


Image Source: Pixabay

How does digital media impact your brain?

4. Assessment Activity

How does digital media impact your brain?

Your teacher/librarian will have you take the **Digital Citizenship Quiz** for this topic in Schoology. You may also have an opportunity to share your learning in a creative way as described below.

Create a **PSA (Public Service Announcement) or Ad** with a compelling message about the impact of digital media on the brain. Consider one of the following formats (or another creative idea of your choice).

- Video
- Ad (print or digital)
- Song
- Music Video
- Infographic
- Cartoon

Regardless of your chosen format, consider that media messages are fleeting. One compelling central message, clearly presented with a simple call to action, is the most effective way to get your point across. See other PSA considerations on the right.

Your teacher/librarian will provide some examples for inspiration.

Use this [PSA Rubric](#) to self-assess your work. Be prepared to share your PSA with your peers via gallery walk or Schoology discussion. Your teacher/librarian may also have you share exemplary PSAs with the wider school community.

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Image Source: Joey Z Wikimedia Commons

PSA Considerations

1. **Target Audience:** Who do I want to reach with my message?
2. **Significance:** Why is this issue important to the audience?
3. **Message:** What do I want the viewer to understand?
4. **Facts:** What facts from my sources are most compelling?
5. **Impact:** What do I want the viewer to do?

5. Enrichment Activities



Image Source: Pixabay

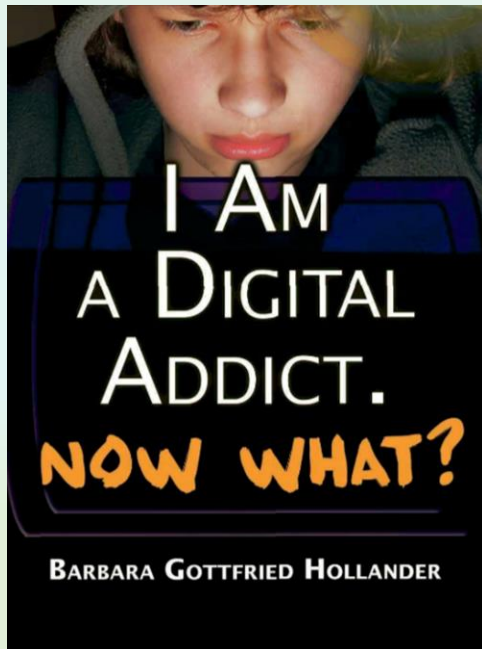


Image Source: GALE Virtual Reference Library

App Start-Up Team

Scenario: You've landed a job at a tech start-up company.

Their mission: Produce the next big App.

Their goal: Limit the amount of addictive design used.

Your task:

- Identify the type of App and explain its purpose.
- Describe the ways your App will engage users, while also protecting them and their brains.

Read and learn more

Check out one of these eBooks from the GALE eBooks database. *Authenticate GALE eBooks before opening these direct links by accessing BCPS Digital Content in the [Apps Portal](#).

- [Online Addiction](#)
- [I Am a Digital Addict. Now What?](#)
- [Is Social Media Good for Society?](#)

6. Teacher Resources

Learning Standards Alignment

National Health Education Standards: Grades 9-12 Health

Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Performance Indicator 2.12.5 Evaluate the effect of media on personal and family health.

Common Core State Standards for English Language Arts & Literacy

CCSS.ELA-Literacy.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.CCRA.W.9: Draw evidence from literary or informational text to support analysis, reflection, and research.

AASL Standards Framework for Learners

I. INQUIRE: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions.

I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

ISTE Standards for Students

2. Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

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High School Health/Library Media Grades 9-12

Objective: Students will synthesize information from multiple information sources in order to determine how digital media impacts the brain.

Time Frame: One-two 90-minute class periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content in the [Apps Portal](#).
- Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- See the [NoodleTools support page](#) for help/tutorials on using NoodleTools to cite sources and create note cards if used.
- Find sample PSAs/Ads on other topics to show students as models/inspiration for the creative Assessment. For example, see [The Ad Council](#) and [The Truth](#).
- Consider sending home the Grade 6-12 Family Tip Sheet: Help Kids Balance Their Media Lives from Common Sense Media: [English](#) | [Spanish](#)
- Consider [using the Schoology Assignment Apps feature](#) to assign Microsoft and Google documents and files for students to access, edit, and submit through Schoology.