

Mind & Body: Effects of Screen Time

1. Inquiry Task & Question

How much time do you spend each day on digital media or "screen time" (on your phone, using a computer, playing video games, television, etc.)?

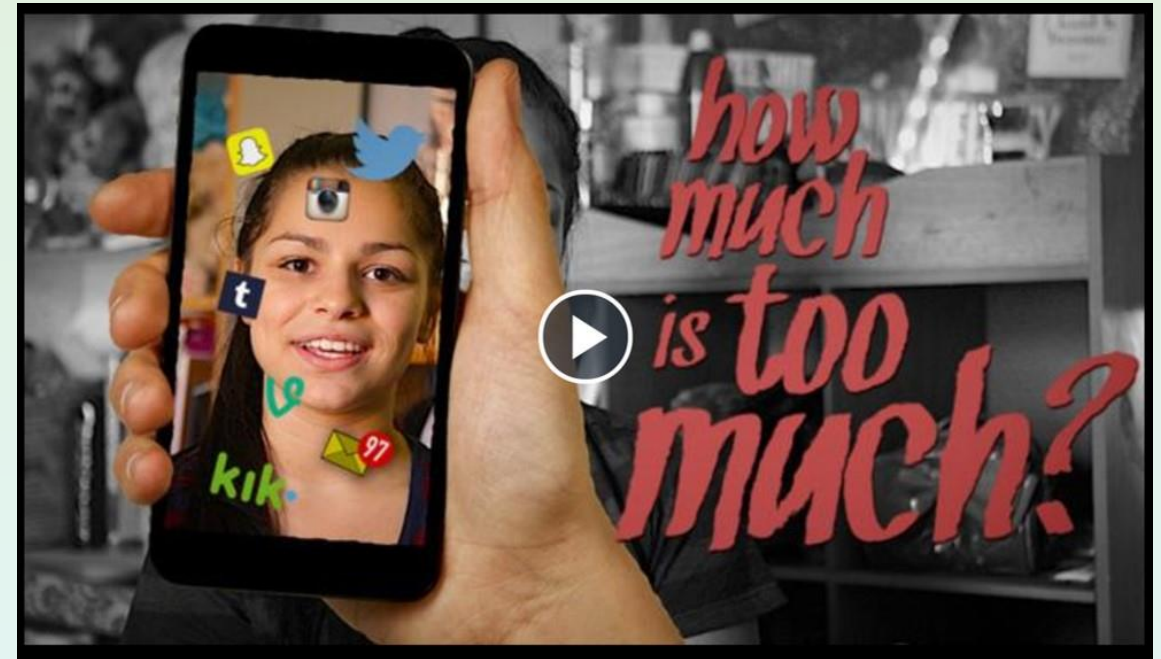
How much is too much? Have you ever thought about how your media use could be affecting your mental or physical health?

Although much of the research about digital media use is inconclusive, there are several aspects of our health that research strongly suggests are impacted by our digital media use.

Today, you will explore some of the ways that screen time and digital media use can affect mental and physical health.

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

How could screen time and digital media use affect our physical and mental health?



Watch this video clip: [How much is too much?](#)

2. Information Sources

You will use these sources to complete the Student Activity on Slide 3.

Everyone should explore these two resources:

- [Screen Time: How Much is Too Much?](#)
- [Screen Addiction Among Teens: Is There Such A Thing?](#)

Choose several additional sources below:

- [How Electronic Devices Are Ruining Our Sleep](#)
- [Your smartphone may be hurting your sleep](#)
- [Even Teens Are Worried They Spend Too Much Time on Their Phones](#)
- [Technology Addiction Isn't Real but You Can Have an Obsession](#)
- [We're in a Loneliness Crisis. Another Reason to Get Off Our Phones](#)
- [More Screen Time Is Linked to Binge Eating in Children, US Study Finds](#)
- [Screen Time Research Stats](#) (Google Slides)



Image Source: Pixabay

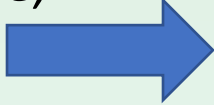
***If you are prompted to log in to access a database or digital content links, your teacher/librarian can provide login information.**

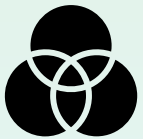
3. Student Activity



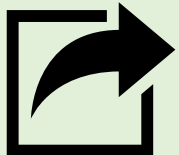
Read and Review the information sources on Slide 2.



Use this [organizer](#) or your own paper to take notes as you review each source, focusing on the topics shown here. 



Compare your notes with a partner. As you share, **make relevant additions** to your own notes. Then, **mark** the pieces of information you believe would be most important to share with someone wanting to make healthier choices regarding digital media use.

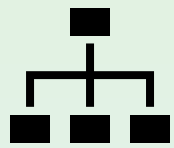


You will use these notes to complete the assessment activity on slide 4.

Overall amount of media use (how long, how often, etc.)	Type of use: Active vs. Passive	“Addiction”/ Obsession
Media balance	Impact on sleep	Media Design: Addictive vs. humane
Other		

4. Assessment Activity

How could screen time and digital media use affect our physical and mental health?



Informational Literature

Create a piece of literature containing tips for healthy digital media use. Choose from any of the following formats (or one specified by your teacher):

- Pamphlet
- Infographic
- Flyer
- Advertisement
- Brochure
- Other (your choice)
- Poster

Your final product should include information for at least 4 of the 6 topics from Slide 3 and specific facts/statistics gathered from the resources on Slide 2.



Schoology Quiz

Complete the Mind and Body Schoology Quiz as directed by your teacher or librarian to check what you've learned about positively balancing digital media use.



Image Source: [Common Sense Media](https://www.commonsensemedia.org/)

5. Enrichment Activities



Letter

Write a letter to the executives of one of your favorite apps (e.g., Snapchat, Instagram) or digital media companies (e.g., Netflix, YouTube), providing recommendations for how they can use humane design when developing their products. Identify specific features you would change or add to the product and be sure to justify your reasoning.



PSA

Create a **PSA (Public Service Announcement)** with a compelling message about the impact of digital media on mental and physical health. One compelling central message, clearly presented with a simple call to action, is the most effective way to get your point across.



Opinion Piece

Is tech addiction real? Write an opinion piece in response to this question. Be sure to justify your answer, referencing specific resources. Consider some of the following questions when developing your response:

- What is addiction? How do you define addiction?
- Is there a difference between addiction and being "hooked"?
- What criteria would you use to determine whether someone is addicted to technology?



Read and Learn More

Might you or someone you know be "addicted" to digital media use? Explore these GALE eBooks; you may need to authenticate by clicking once on the GALE eBooks icon found on the BCPS Digital Content page found in the [Apps Portal](#)

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

Design a "Healthy Use Plan" for making healthier choices in your own life.

6. Teacher Resources

1	2	3	4	5	6
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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.

High School Digital Citizenship: Grade 11

Content integration: ELA, Advisory

Objective: Students will synthesize information from multiple information sources in order to determine how digital media affects mental and physical health.

Time Frame: One 90-minute class period

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.
- Consider having small groups work to explore one of the topics from slide 3 and then hold a whole class discussion to share out.
- Enrichment activities could also serve as alternate assignments in place of the assessment activity on slide 4. *Students must still complete Schoology quiz.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)
- ALL STUDENTS MUST COMPLETE THE DIGITAL CITIZENSHIP QUIZ for this lesson in Schoology.
- Consider [using the Schoology Assignment Apps feature](#) to assign Microsoft and Google documents and files for students to access, edit, and submit through Schoology.
- Materials have been adapted from the Common Sense Education [Media Balance & Well Being lessons for grades 11 and 12](#).
- Consider sharing [Common Sense Education Sense Education family resources](#) relevant to this topic.