

Children & Screen Time

Intro Activity: Cartoon Analysis & Title this Picture

Provide students with a copy of the “Cartoon Analysis” and ask them to study it very carefully and then complete the questions that follow in complete sentences.

After students have completed their questions, share and discuss as a class.



Possible Answers:

1. The irony of the picture is that the children are “playing” on their electronic devices instead of “playing” on the swings, seesaw or with a basketball.
2. Children are missing out on...
 - a. Physically: being active, developing coordination, fine/gross motor skill development
 - b. Intellectually: using their imagination, exploring their environment, appreciation of nature
 - c. Emotionally: fun, excitement, emotions in general (faces are expressionless)
 - d. Socially: talking face to face with their peers, interaction with people, team building
3. Electronic devices have replaced...healthy lifestyles, interactive games with people like kickball, our time/attention spent on nature, people, sports, art/beauty, etc., our appreciation with entitlement and patience with instant gratification, our traditional childhood experiences

Discuss: Sometimes it seems as if children are born with “screens” aka cell phones/electronic devices in their hands, often knowing how to use the technology better than many adults. View this clip is an example:

<https://www.youtube.com/watch?v=9u5ptFadXvc>

Dilemma: Are all of these “screens” helping or hindering the developing child?

For many parents, educators and caregivers, there is concern. Is their concern justified or unwarranted? Your role will be to explore and research this topic so that you can complete the following:

Read this article: [The Actual Effects of Screen Time on Kids’ Development](#)

- Explain the effects of “screens” on children’s development using the provided chart.
- Answer the prompt: Are “screens” (cell phones and electronic devices) helping or hindering the developing child? Thoroughly explain your position and provide 3 reasons to support it. Respond as you would in an ACEs writing, citing evidence from your notes and class resources. Provide students with the [citing evidence graphic organizer](#) (TPT freebie) to use to formulate their response.
- Since “screens” (cell phones/electronic devices) seem to be here to stay and will be part of daily life for most families, there needs to be guidelines for their use. Imagine you are the parent of a toddler and preschool aged child, create a set of 5 guidelines for their use. Share as a class.

Project: **Engage Children 5 Ways** (topics will be randomly assigned from the list below) and create an infographic type visual using the provided Google Slide template. The idea is that preschool aged children are engaged in appropriate activities that do not rely on “screens”. A sample using Literacy—reading, writing, listening and communicating has been done for you.

Topics for Visuals

Indoor and/or Outdoor Play
Arts & Crafts

Nature
Cooking and/or Food Prep

Music
Science

Share and discuss visuals and ways to engage with the class to illustrate how many things children can do to take a break from “screens”.

Concluding Activities:

- View the YouTube “[If You Give a Mouse an iPhone](#)” and/or “[Goodnight iPad](#)” and discuss as a class how the events in the story compare to the research findings.
- Exit Slip via Google Classroom (ASK): What is/are the key/keys to children using “screens” in a healthy way?

Additional Teacher Resources

- This article, for teacher use only, has some great guideline suggestions: <https://childdevelopmentinfo.com/child-health-news/how-gadgets-and-digital-screens-are-harming-your-child/#.WwU0RkgvzIU>)
- YouTube Clip: <https://www.youtube.com/watch?v=OVwuFrnZPwo>