

## GRADE 4

## My Media Choices

What makes a healthy media choice?



MEDIA BALANCE &amp; WELL-BEING

We find balance  
in our digital lives.

## OVERVIEW

We all make choices every day about the media we consume and create. But do kids understand what makes a media choice healthy or not? Hint: It's about more than just screen time. Use the activities in this lesson to give kids a framework for making informed media choices.

## Students will be able to:

- Learn the "What? When? How Much?" framework for describing their media choices.
- Use this framework and their emotional responses to evaluate how healthy different types of media choices are.
- Begin to develop their own definition of a healthy media balance.

## Lesson Snapshot

Estimated time: 45 mins.

Warm Up:	How Media Can Make Us Feel	10 mins.
Explore:	My Media Choices	15 mins.
Evaluate:	Media Balance Reflection	10 mins.
Wrap Up:	What Is Media Balance?	10 mins.

## Key Standards Supported

## Common Core ELA

L.4.4, L.4.5, L.4.6, RF.4.4, RF.4.4a, RI.4.4, RI.4.7, RI.4.10, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.4, SL.4.6, W.4.4, W.4.10

## CASEL

1a, 1b, 4a, 4b, 4c, 4d, 5e, 5f

## AASL

I.A.2, I.B.1, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, I.D.4, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, III.A.2, III.B.1, III.B.2, III.D.1, IV.B.2, IV.B.4, V.A.1, V.A.2, V.D.2, VI.D.3

## ISTE

1d, 2b, 4b, 4c, 6a, 6b, 6c, 6d, 7b

## What You'll Need

Spanish-language student and family resources available soon!

- **Lesson Slides**
- Video: My Media Balance **Watch**
- Student Handout: My Media Choices Tracker **Student Version**
- Student Handout: Reflecting on My Media **Student Version**
- Lesson Quiz **Editable Google form Answer Key**

## Take-home resources

- **Family Tips**
- **Family Activity**
- **Family Engagement Resources**

## LESSON PLAN

### Key Vocabulary:

#### media

all of the ways that large groups of people get and share information (TV, books, internet, newspapers, phones, etc.)

#### media balance

using media in a way that feels healthy and in balance with other life activities (family, friends, school, hobbies, etc.)

#### media choices

time spent watching, listening to, reading, or creating media

### Warm Up: How Media Can Make Us Feel

10 mins.

**Before the lesson:** Consider giving students the **My Media Choices Student Handout** one week ahead of time, and ask them to track their media use throughout the week as a homework assignment or for 5-10 minutes of class time each day.

As an optional activity before the lesson, have students play the **Twalkers** game in Digital Passport™ by Common Sense Education. This will help introduce key concepts of this lesson. To see more, check out the **Digital Passport Educator Guide**.

1. **Ask:** *You all have probably heard the word "media" before. What do you think it means? What are some examples? Take turns sharing your idea with your partner. (Slide 4)*

Invite students to share out. Explain that "media" has different meanings, but for today's lesson, you'll be talking about **media** as *all of the ways that large groups of people get and share information (TV, books, internet, newspapers, phones, etc.)*. It can include everything from news articles to movies to games. (Slide 5)

2. **Say:** *We all make choices every day about the media we watch and use. These choices include what we watch, listen to, read, or even create online. But not all **media choices** are the same. In fact, different choices can make us feel very differently. (Slide 6)*

3. **Project** the activity directions from **Slide 7** and read them aloud.

4. **Proceed** to **Slide 8** and call on a student to read the example aloud. Then ask: *How would this media choice make you feel? Why do you think it would affect you that way?*

Call on students to share their answers. Depending on how students respond, ask follow-up questions to prompt them to think carefully about the example:

- *How do the different parts of the example -- What? When? How Much? -- affect how you feel?*
- *Might you feel differently about the example later on, as opposed to in the moment?*
- *How would your video watching impact other people, like your family and friends?*

5. **Repeat** step four for each of the remaining media choice examples. (Slides 9-13)

- For **Slide 11**, point out that this example would probably have a big, positive impact on someone else (Grandma).
- For **Slide 12**, note that this example is of media creation, rather than consumption.

Explore: **My Media Choices**

15 mins.

**Note:** If students have already completed the **My Media Choices Student Handout**, skip this activity.

1. **Say:** *To understand how our media choices make us feel, it helps to keep track of the media we actually consume and create. Use this tracker to list the media you've watched and used over the past week.*
2. **Pass out** copies of the **My Media Choices Student Handout** and read the directions. Remind students that:
  - They should consider *all* types of media: TV, streaming media, mobile phones, books, tablets, games, voice assistants (e.g., Google Home, Amazon Alexa, etc.), and so on. If students have trouble remembering, tell them it's OK to guess.
  - Media use isn't just about consuming media, it's also about time spent *creating* media.
 Allow students 10 minutes to complete their tracker.
3. **Prompt** students to share some of the more interesting or unique media choices they listed with a partner. As time allows, have volunteers share with the class.

Evaluate: **Media Balance Reflection**

10 mins.

1. **Explain** the *What? When? How Much?* framework by helping students think through how each part of the framework can make a media choice more (or less) healthy. (**Slide 14**)  
  
 Reinforce the idea that healthy media choices involve a *combination* of *What? When?* and *How Much?* that's unique to each person, and each media choice. Also emphasize that what feels healthy may also depend on how people's media choices affect the people around them or others online.
2. **Distribute** the **Reflecting on My Media Student Handout** and read the directions aloud. Allow students 10 minutes to complete the activity.
3. **Collect** the **Reflecting on My Media Student Handout** as students finish.

Wrap Up: **What Is Media Balance?**

10 mins.

1. **Show** the **My Media Balance** video on **Slide 15** and ask students:
  - *How are some media choices more healthy or less healthy than others?*
  - *What is "media balance"? How might it be different for different people?*
 Invite students to respond, and prompt students to connect the *What? When? How Much?* framework to the concept **media balance**. Clarify that **media balance** means *using media in a way that feels healthy and in balance with other life activities (family, friends, school, hobbies, etc.)*. (**Slide 16**)
2. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.

**Extension Activity:**

Use this activity to spark a discussion about how, for many of us, time spent with digital media occupies a large part of our lives. Help students discuss the impacts of this on individuals' health and on society overall.



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